

LIBRARY SCHOOL

CALIFORNIA LIBRARIAN



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July 1961

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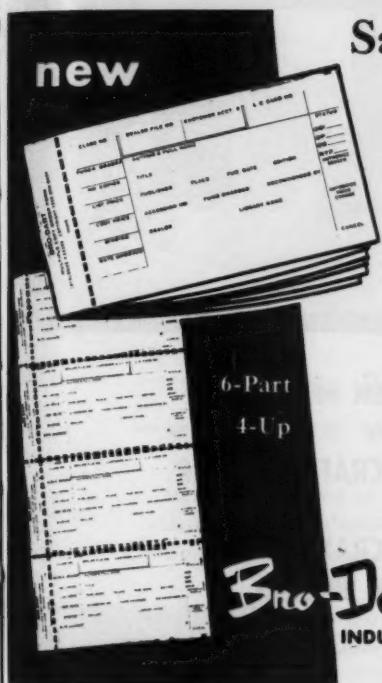
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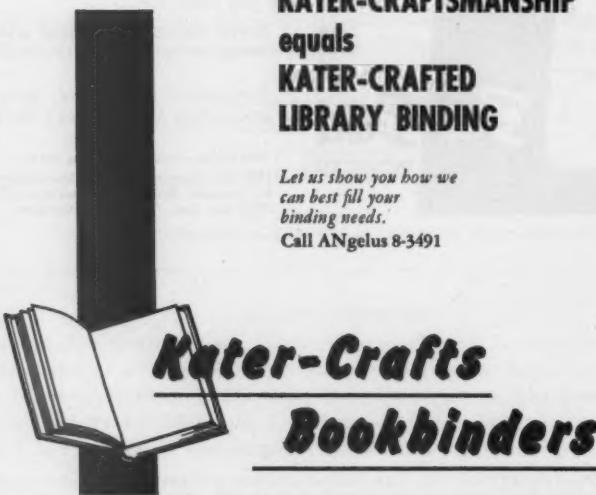
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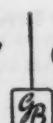
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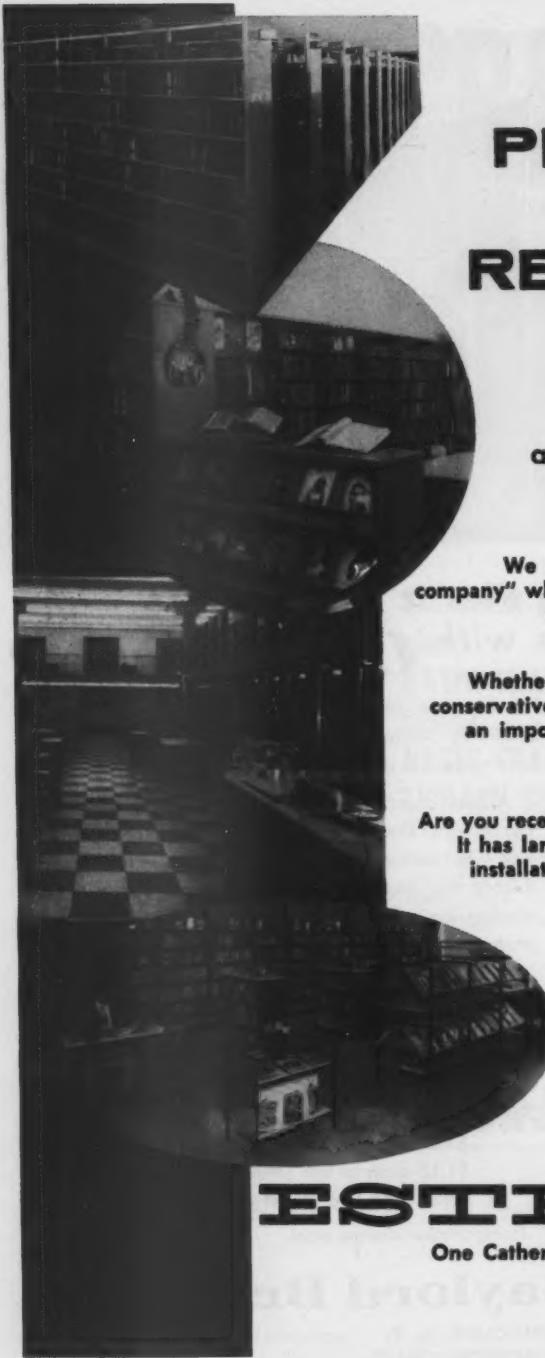
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SAN MATEO COUNTY FREE LIBRARY

by VIRGINIA L. ROSS

IN JULY 1960, after 22 years in inadequate rented quarters, the San Mateo County Library moved into its new Central Library Building. The need for such a building had been presented to the Board of Supervisors in December 1955 in a statement outlining the building needs of the County Library. Approval for construction of the building was granted by the Board in 1956, following the decision to finance construction by money borrowed from the County Employees Retirement Fund. (Under this method of financing, money is repaid to the Retirement Fund like rent over a long period). In 1957 Leslie C. Irwin was appointed as the architect and the planning of the building proceeded with the Librarian and the library staff working with members of the County Department of Building Construction. Library Con-

sultants from the State Library also advised us and reviewed our plans. Bids for the building were awarded in September 1959 and the building was occupied in July, 1960.

In the early stages of planning it was decided to locate the building on County owned property outside of the County seat. This location has advantages in that it is more centrally located geographically, and therefore provides easy access to the branch libraries. Disadvantages also exist, however, since it is removed from most county offices and this leads to delays and some difficulties in communication with other county departments.

The Central Library is not primarily an agency for direct service to the public. Books and library services are made available to the local communities through a system of sixteen Branch

Libraries and one Bookmobile. The Central Library does include a public reading and reference area but no facilities for book circulation.

Our program statement stressed the importance of open areas and flexibility in the plan. In order to allow a maximum amount of open floor space, permanent walls were kept to a minimum. A central core of offices was developed, these are the only offices with fixed walls. Other offices in the main part of the building are formed by movable metal partitions.

In the initial stages of planning, particular attention was devoted to the flow of book materials into and out of the library. A loading dock is located in the center of the building at the rear with two levels, for ease of access from large delivery trucks as well as for loading the bookmobile and panel truck used in shipments to branch libraries. The loading dock is protected with a 6' wide canopy. There are two outside entries into the shipping-receiving room—one large 8' roll-away door for large shipments of books and equipment, and a regular sized door for normal access. The shipping area is enclosed by ceiling height metal partitions and has a separate blower type heater, so that the heat in this area can be controlled independently. Equipment in this area includes a custom-made wrapping counter and storage shelves for jiffy bags, twine and other wrapping supplies. There is also space for storage of supplies and equipment used by the maintenance man.

The Bookmobile Department is located in the center of the building adjacent to the Shipping Room, where it is easily accessible to the Bookmobile. The Extension Department is on the left of the Shipping Room, and the Technical Services Department is on the right. Sufficient space has been allowed for additional personnel and work load in

Technical Services, since we anticipate the development of a technical processes center which will serve other Peninsula libraries. Our catalog card reproduction is done by a combination of Xerox and Multilith. The Xerox machine is housed in the Audio-Visual Room in the central core of the building.

The repair and processing division is housed in a work room formed by 7' high metal partitions. Special features in this area include custom-made repair desks with paper cutters mounted in the desk top and supports mounted on the side of the desks for holding rolls of plastic covering material. A work counter was built along one wall which is used for operation of the pasting machine, shellacking of books, and lettering. A hood with exhaust fan is mounted above this counter so that fumes are carried out of the building. This room also includes a sink and cabinets for storage of supplies.

The Extension Department is to the left of the shipping room. This is the area where books are shipped to and returned from the Branch libraries. Last year we shipped 55,000 volumes from this department. A special feature in this area is a gravity roller conveyor belt with a 10" wide working shelf attached to either side of the conveyor. This conveyor runs between two ranges of shelving which are used for accumulating books as they are assigned to branches. Shipments are stamped out on the working counters and books are packed in boxes which are accumulated on the conveyor. When a shipment is ready to load the boxes can be pushed out the door and directly into the bed of the truck.

In this department we also have a section which combines shelving on one side with carrel desks on the other. The desks are for use of branch library personnel when they come in to work

at Central. The Library professional literature collection is also shelved in this area, for convenient access by the staff.

On one side of the front area of the building there is space for a public reference and reading area, housing of the reference collection, Californiana collection, government documents, microfilm files of newspapers, and the main catalog for our library system. One wall in this area is finished with cork board so that we have display space for pictures and exhibit material.

On the other side, in the front area, are offices for the Children's Librarian, Young People's Librarian, and shelving for special collections of children's and young people's books.

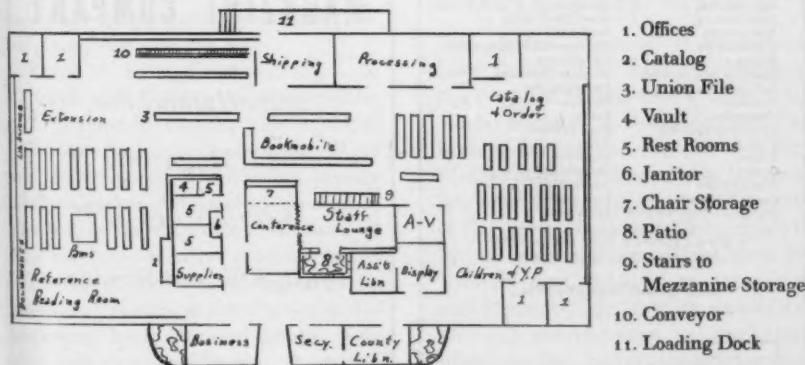
The central core of offices includes offices for the Librarian, Assistant Librarian, business office, Secretary's office, supply stock room, display work room, audio-visual room, staff room,

conference room and rest rooms. The Librarian's office is large enough to allow space for small conferences such as the weekly meetings of Department Heads.

A small central patio provides light and air for the rooms in this area which do not have an exterior exposure. We plan to landscape this with plants in tubs, so that it will provide a pleasant spot of green for the adjoining offices.

The heating and ventilating equipment is housed in a mezzanine area above the central core, and there is sufficient space here to allow for some storage. However, use of this space will be limited since it has a very low overhead clearance.

The interior of the main area of the building is painted a rose beige, which provides a pleasant soft color. We devoted a great deal of time and thought, and read extensively before selecting the wall color. The rose beige seemed



FLOOR PLAN, SAN MATEO COUNTY LIBRARY

to have many recommendations from the point of view of the psychology of color and provides a pleasant, warm atmosphere. We are very pleased with this selection. The steel stacks are a bright turquoise blue, perhaps a rather startling color scheme, but one which is quite pleasant when combined with the light walnut of the reading tables, and the soft beige of the desks in the reference area.

BUILDING DATA

ARCHITECT: Leslie C. Irwin; *fee*, \$13,712.
BUILDING COSTS: *site*, 250' x 215'; county owned, but \$28,000 spent for site-preparation; *construction*, 19,350 sq. ft. at \$13.23 a sq. ft.; *cost*, \$256,000; *landscaping*, County Dept. of Parks & Recreation, *cost*, \$3,150; *miscellaneous costs*, \$19,552; *total project cost*, \$292,414.

TYPE OF CONSTRUCTION: tilt up concrete slab.

LIGHTING: fluorescent; *cost*, \$11,200.

FLOORS: asphalt—Flintkote; *cost*, \$3,476.

VENTILATION: tempered air; *cost*, \$54,926.

BOOK CAPACITY: 75,000 volumes.

SEATING: adults, 34.

SHELVING: steel, bracket-type, free standing; *supplier*, Deluxe; *cost*, \$12,185.

LIBRARY FURNITURE: catalog cases, Mid-Century, *cost*, \$3,772; reading tables, Thonet, *cost*, \$765; reading chairs, Thonet, Shields, *cost*, \$603.

OTHER FURNISHINGS: office furniture, Remington-Rand, *cost*, \$9,608; staff room furniture, Thonet, *cost*, \$563; conference room furniture, *cost*, \$880.

SPECIAL EQUIPMENT: conveyor system in shipping area, Mathews Conveyor Co., *cost*, \$484.

DRAPERY: Flexalum (aluminum slats), and SunVertical blinds, *cost*, \$1,686.

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District Meeting Reports

GOLDEN EMPIRE DISTRICT

No MISCHIEVIOUS LEPRECHAUNS appeared on the scene so on Friday, March 17th (St. Patrick's Day) the annual meeting of the Golden Empire District proceeded smoothly and on schedule. The meeting was held on the campus of the University of California at Davis from 1:45 p.m. to 9:30 p.m.

President John Sekerak opened the afternoon session in the chemistry auditorium by presenting Dr. Peter T. Conmy, CLA President, who spoke on "Libraries on the New Frontier" and the coming CLA annual conference. After several other reports and some perfunctory business, Don Ranstead, program chairman, proceeded with the introduction of the speakers.

The meeting was planned around the theme, "Stimuli to Reading," but an approach varying from the librarian-author-bookman-professor type of meeting was presented which featured art, television, and the film.

Frank W. Kent, director of the E. B. Crocker Art Gallery in Sacramento, gave a most interesting talk entitled, "The Arts Come to Sacramento." This was a thumbnail sketch of the history of the Crocker Art Gallery. Benjamin Draper, of the California Academy of Sciences and executive producer of the "Science in Action" television series, spoke on "Television and State Aid." He indicated how educated public reaction can control television programs. "Television and Children's Reading: Some Problems and Possibilities," was the topic selected by John Witherpoon, producer-director of school programs at KVIE. He presented several

studies on the effects of various media of communications on children's reading habits.

After a short tour of the pilot plant of the Enology (Oenology) Department, the remainder of the unscheduled time was "lost" in sampling wines—after which each individual was able to partake more heartily of the wine which appealed to him most.

Dr. Everett Carter, vice-chancellor of the University of California at Davis and Associate Professor of English, gave a very scholarly and interesting talk on "The Art of the Film." Dr. Carter emphasized that the film as an art form is not unlike the novels of the 18th and 19th centuries, and asked that librarians not overlook the need for safekeeping of films as well as books.

JOHN M. SEKERAK
President

GOLDEN GATE DISTRICT

THE ANNUAL MEETING of the Golden Gate District was held on Saturday, April 15, 1961 at the new Veterans Memorial Building in Redwood City. The keynote speaker for the day was Mr. Mellier Scott, Jr., Lecturer in City and Regional Planning at the University of California, Berkeley. The subject of Mr. Scott's talk was "Planning for Growth—A Challenge to Librarians and Planners." Mr. Scott, in addition to pointing out the need for intelligent planning for better library service, also presented a possible solution to the problem. He encouraged public libraries in the San Francisco metropolitan area to make a regional study of library facilities and services that

would indicate goals for the Bay Area for at least the next twenty years. He said that he thought that the findings and conclusions of such a study, properly presented, would capture the imagination of the people of this whole area. He further said that "It would bring you an immense amount of newspaper, radio, and TV publicity; it would become the subject of discussion in all kinds of organizations and public forums; and it would certainly make city councilmen, county supervisors, and state legislators acutely aware of the problems and needs of libraries." Mr. Scott stated that from such a study could come "a level of library service superior to that of many other metropolitan regions of the nation; and future generations of Bay Area residents could point to your study as one of the great milestones in the history of the area."

Mr. Scott's talk was so stimulating and so timely that plans are now going forward to reproduce this speech and distribute it widely throughout the Golden Gate District.

As a result of Mr. Scott's suggestion regarding the development of a plan of library service for the San Francisco metropolitan area, a committee has been appointed to implement such a plan. This committee in turn has requested that the Public Library Executives of Central California undertake the development of this plan as a part of their program. At the last meeting of PLECC on May 19 the membership voted to do this and it is anticipated that by fall some of the data needed for the development of the plan will be ready.

The afternoon session of the district meeting was devoted to a discussion of particular problems facing various types of libraries. Groups were small enough so that all had a chance to express themselves. Some of the topics for

the afternoon discussion groups came from questionnaires which had been distributed to the membership in advance of the meeting.

Greetings to the visiting librarians were given by the mayor of Redwood City, the Honorable Ray Weymouth; City Manager, Mr. James Neal, was a guest at the luncheon. Dr. Peter Connny, president of CLA, made a short address; and a message from the State Librarian was presented by Miss Florence Biller for Mrs. Leigh, who was not able to attend.

KARL A. VOLLMAYER
President

MOUNT SHASTA DISTRICT

THE MOUNT SHASTA District met at the Blue Gum Lodge near Orland on April 1. After coffee, the meeting was opened by President Margaret Kwate, who introduced Keith Rucker, city councilman of Orland, and William Reimers, member of the Board of Supervisors of Glenn County, both of whom gave brief welcoming addresses. The theme of the morning meeting was struck by the first speaker, Esther Mardon, president of the public library section of CLA, who urged support of Senate Bill 789.

Four librarians spoke in praise of the Processing Center, a new service of the State Library. Miss Mardon, Shasta County librarian, estimated a savings of 35 to 40 cents per book would accrue for her library through continued use of the facility at the proposed rate; Ursula Myer, Butte County librarian, stressed savings on additional catalog cards for branch libraries; Thelma Neaville, Marysville librarian, warmly praised time saving aspects of the program; and Mrs. Irminna Rudge, Sutter County librarian, pointed out that the cost of the service would

amount to less than the salary of a secretary to type the cards.

Dr. Peter Conmy, president of CLA, spoke feelingly in favor of Senate Bill 789, saying that it recognizes the State's responsibility for education and recognizes the public library as a collateral educational institution.

Mrs. Carma Leigh, State Librarian, proposed in her address a review of the unfinished agenda, and cited school library service as being inadequate. Saying that basic library laws are out of date, she, too, urged support of S.B. 789.

After Mrs. Leigh's message, luncheon was served and members were addressed by Mrs. Earl J. Hazelton, president of the California Federation of Women's Clubs, on "California Federation of Women's Clubs . . . its programs and objectives." Remarking that the Federation worked on state and international as well as local levels, Mrs. Hazelton told her audience of sponsorship of social legislation in Sacramento, and of a C.F.W.C. program to buy tools and equipment to aid in community development abroad.

At two o'clock, the meeting was reconvened to hear a panel discussion: "How to enlist community support for library projects." Participants were Dr. Arley Howsden, assistant professor of education, Chico State College, Mrs. Hazelton, and Dwight W. Shannon, circulation librarian, Chico State College. Dr. Howsden, who had titled his talk, "Community planning," stated that libraries would find support when they stressed what they could do for the community and let it be known that they offered "useful education." Mrs. Hazelton, talking on "The service club in the community plan," after humorously presenting some of the shortcomings of women's club local projects, suggested that librarians, by making their needs known to these or-

ganizations, might furnish them with just the sort of community betterment project for which the clubs were created. Mr. Shannon, speaking on "The library and the community," stressed the importance of calling on local newspapers to arouse community sympathy for library problems and support for library plans.

HARRY CLARK
Secretary

REDWOOD DISTRICT

LIBRARY SERVICES FOR YOUNG ADULTS was the theme of the workshop which was held at the annual meeting of the Redwood District of the California Library Association on May 13, 1961, at Humboldt State College Library. Forty-two people attended the afternoon meeting, including teachers, school and public librarians, and four young adults who were invited to participate in the discussions.

District President George Magladry introduced Dr. Peter T. Conmy, President of CLA, who summarized the work being done by various committees and stressed the importance of educational institutions and libraries in this "new frontier of the mind" era.

Mrs. Jean Bishop, acting Assistant Chief Librarian at the Richmond Public Library, was introduced by Helen A. Everett. Mrs. Bishop was chairman and coördinator of the workshop. In her introduction, Mrs. Bishop stated that good library service to young adults depends upon: (1) good organization and administration, (2) a trained or knowledgeable staff, (3) sufficient space, (4) a collection of books and other materials, (5) sufficient budget.

The workshop was divided into the following three groups:

1. Book selection: with Mrs. Jean Stroud, teacher of Adult Education at Eureka High School as group leader, and Mrs. Betty Perdew, Humboldt County Library, as recorder.
2. Coöperation between school and public libraries: with Mr. Vernon McKnight, Eureka High School teacher, as group leader, and Mrs. Jeanne Aason, Librarian, Eureka Junior High School, as recorder.
3. Readers' advisory and reference work for young people: with Mr. Robert Goss, Principal, Sunnybrae Elementary School, as group leader, and Mrs. Jeanette Rotolo, Curriculum Librarian, Humboldt State College, as recorder.

The group recorders reported their findings at the end of the one-hour workshop.

At the evening meeting, forty-four

persons heard District President George Magladry introduce Virginia Hughes, library consultant from the California State Library, and Dr. Frank B. Lindsay, Chief of the Bureau of Secondary Education, State of California. Mrs. Hughes summarized the results of some of the articles which were on the congressional agenda pertaining to libraries. Dr. Lindsay, in his address, spoke of the services which are available at the Bureau of Education and should be of value to secondary administrators and teachers. He advocated a new concept of teaching which will enable high school students to work independently.

ANNABEL ORCUTT
Secretary

SOUTHERN DISTRICT

"INFORMATION FOR BOOK SELECTION" was the theme for the Southern District meeting held on the hospitable campus

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of the Mt. San Antonio College at Walnut, April 8, with Southern District and CURLS, Southern Section combining their meetings.

The morning program featured a panorama of the future, citing significant trends in political science, religion and philosophy, education in California, and science. The meeting struck a new note in that all speakers for both the morning and afternoon programs were non-librarians, but instead, were authorities in their particular subject fields.

Following a buffet luncheon, sessions one hour and 15 minutes long were held on the following subjects: New Nations of the World; Religion and Philosophy; Education and Psychology; Business and Management; Children's Literature; and Fine Arts. Running concurrently were two three-hour sessions, one on Science, including astronomy, chemistry, biology, physics and mathematics, and the other on Technology, including electronics, astrophysics and aeronautics; mechanical engineering and chemical engineering. Emphasis in each session was placed on trends in the field which librarians should watch carefully in their selection of materials.

Most of the 22 authorities who participated in the afternoon had prepared, in advance, bibliographies which cited books, authors and sources, calling to the librarians' attention writers and sources which might otherwise be passed by. Inasmuch as we have no authority to distribute them, copies of these bibliographies, running from one to six pages, are available through the Executive Secretary's office.

The meeting was concluded with a tea sponsored by the Southern Section of the Children's Division.

RAYMOND M. HOLT
President

YOSEMITE DISTRICT

THE ANNUAL MEETING of the Yosemite District of the California Library Association was held on March 25, 1961, at the Hanford Fraternal Hall. Approximately 130 persons attended. The theme of the meeting was "School and Public Libraries—Partners in Education."

At 10 A.M. Miss Alice Hanna, President of the Yosemite District, opened the meeting with a brief welcome. She then introduced Mr. Charles Chambers, Mayor of Hanford, who extended a warm welcome to the members and their guests. Miss Hanna then introduced Mrs. Carma Leigh, State Librarian, who reviewed the "Unfinished Agenda" in public library development. Miss Hanna introduced Dr. Peter T. Conmy, President of CLA, who spoke on the importance of the Public Library Services Bill, S.B. 789.

Miss Hanna introduced Miss Barbara Boyd, Lecturer at the UCLA School of Library Service, who gave the principal address. She discussed the differences between public libraries and others, pointed out that the public library is an autonomous unit, and hence is not limited by being attached to a larger institution. There are no limits to the clientele of the public library; it must meet the needs of everyone. It must make available to all the knowledge that will enable the patrons to become good citizens.

Constant world changes make huge demands on public libraries. Since the public is growing more sophisticated, it requires more of its libraries. The public school and the public library should recognize in the beginning the differences between the two institutions, and study ways in which one can supplement the other. The school library should work to educate the com-

(Please turn to page 169)

July 1961 / 109

**63RD ANNUAL CONFERENCE
CALIFORNIA LIBRARY ASSOCIATION
HOTEL CLAREMONT
OAKLAND, CALIFORNIA**

**THEME:
LIBRARIES ON THE NEW FRONTIER
OCTOBER 30—NOVEMBER 4, 1961**

Hours	Tuesday, Oct. 31	Wednesday, Nov. 1	Thursday, Nov. 2	Friday, Nov. 3	Saturday, Nov. 4
8:00 a.m.				Young Adult Lib'n's R.T. Breakfast	
8:30 a.m.	Briefing Session for Recorders	Briefing Session for Recorders	Briefing Session for Recorders Editorial Committee	Briefing Session for Recorders	1961 C.L.A. Board of Directors
9:00 a.m.					
9:30 a.m.				Section Meetings C.U.R.L.S. Public Libraries	Section Meeting Children's & Y.P. Round Table Meetings Audio-Visual Staff Organizations
10:00 a.m.				Round Table Meeting Hospital & Institutions	Round Table Meeting Reference Librarians
10:30 a.m.				First General Session (Public Libraries Section in charge)	
12 noon				U.S.C. Library School Luncheon	U.C. Alumni Luncheon The Coulter Lecture
12:30 p.m.					Jr. College Lib'n's R.T. Luncheon
					Trustees & Friends of Libraries Luncheon
					1:30 p.m.

1962 C.L.A. Board of
Directors

Committee Meetings

Business:

Adult Education

Editorial

National Library Week

Education &

Recruitment

Publications

Regional Resources

Business & Program:

Calif. Library History

Documents

Intellectual Freedom

Legislation

Library Development

Public Relations

4:00 p.m.	1962 C.L.A. Board of Directors	Third General Session (2-4 p.m.)
5:00 p.m.		Reception (sponsored by Children's & Y.P.)
6:00 p.m.		C.U.R.I.S. Social Hour (Jack London Hall)
7:00 p.m.	1962 C.L.A. Board of Directors Dinner (Kaiser Center)	Banquet & Fourth General Session Sponsored by Children's & Y.P. Speaker: Elizabeth Grey Vining
8:30 p.m.	President's Reception (Kaiser Center)	Second General Session (Jack London Hall) Speaker: Franklin Walker
		Exhibitor's Night (8 to 10 p.m.)

Registration: Monday, October 30, 12 noon-6 p.m.; Tuesday through Thursday, 8:30 a.m.-8:30 p.m.; Friday, 8:30 a.m.-7 p.m.

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Mitchell of California

by RUDOLPH GJELNESS

THIS MODEST AUTOBIOGRAPHY¹ is written in a refreshing, informal style, with no attempt to justify or glorify the accomplishments of the author. It is Mitchell looking back on his life and recalling incidents which impressed him and events which influenced his career and later judgments on professional matters. It is a record of unusual interest and the kind of contribution to professional literature which few librarians have left us, giving a connected story of how one librarian came to be a librarian, what he brought to the profession in education and aptitudes, how he was trained, what influences directed his professional career and how people and institutions played a part in shaping his life work.

Lawrence Clark Powell explains in the introduction that he, along with Donald Coney and August Frugé, had frequently urged Mitchell to write his memoirs, but that Mitchell, although interested in the idea, had always been too busy as dean of the University of California's School of Librarianship. It was not until his retirement in 1946 that he began to write.

The earlier years of his life, extending through the period of his services in the Stanford University Library (1908-1911), are fully covered in the published volume and represent the manuscript as far as he had completed it before his death in 1951. To this has been added the transcript of a recording which he made on the background of the University of California Library School, which helps to round out the story of his professional career as librarian and library school dean.

He was born in Montreal and lived there through his childhood and youth, graduating from McGill University in 1901. The early chapters include reminiscences about his family, his school life, and in general the life and times of Montreal in the 1880's and 1890's, "a city of another time, a different world." He had an "itching foot," and this is evident in his accounts of the excursions he took into different parts of the city as a boy and the impressions retained of the external life of the city, the traffic on the streets at different seasons, the snows in winter which "put the entire city on runners," the joys of hitching a sled to the rear runner of a commercial sleigh "for a quick and easy trip." Whatever went on in the streets engaged the attention of children, and he recalls the religious processions, the funerals, and above all, the galloping horses which carried the hook-and-ladder trucks to the fires, with the young boys of the neighborhood in quick pursuit. In his high school and college years, a Defiance bicycle

¹*Mitchell of California; the Memoirs of Sydney B. Mitchell, librarian, teacher, gardener, with a preface by Lawrence Clark Powell. (Berkeley: California Library Association, 1960.)*

made in Ohio and selling for \$37.00, gave him an opportunity to extend his explorations outside the city when the wanderlust came on him. He mentions the condition of the country roads as being a drawback to ease of transportation on a bicycle, "but you picked your rut and stayed in it."

Libraries played no great part in his childhood, nor did librarians. However, he was an eager reader, and walked three miles each month to the little shop where he could buy the last issue of *Boys of England*. He adds wryly, that this might not have been approved by librarians, but to him it was a "delightful combination of adventure stories, westerns, historical tales and jokes." In a small way he became a book collector, the only requirement being that no book could cost more than twenty-five cents. The Aldine Series met these standards and gave him such titles as Miss Porter's *Thaddeus of Warsaw* and Cervantes' *Don Quixote*. The boys' books written by English authors, notably R. M. Ballantyne, H. G. Kingston, and G. A. Henty, he recalls with particular affection. Henty was a special favorite in his boyhood reading, for whose historical tales he had a real respect. His opinion on these books was that "they were quite sound as to their history, which the author always drew from authoritative sources but made palatable to the readers by the inclusion of a youthful fictional hero, always a clean, decent lad, whose adventures were interwoven with the history of his time." At seventeen he was to make practical use of this particular bent in his reading when, as part of his duties as librarian of the Sunday School library of Trinity Church, he had an opportunity to select books for the library. The collection "acquired a virility and popularity unusual in such libraries" although he does not say how many of the sixty-seven Henty books which he had read by this time were put into the library.

II

It was not until he was twelve that he met his first librarian. As a Christmas present he was given a year's membership in the Montreal Mechanics' Institute Library and immediately set out to "fill in the lacunae" in his Henty reading. He read three Henty books in the first week, but when he returned them and wished to take out three more, he was told by the librarian in no uncertain terms that he could not exchange books at that rate, a rebuff which gave him a less than endearing opinion of librarians. He mentions other similar experiences in libraries where the "acid assistants" who met the public left a rather dismal image of librarians by their treatment of readers.

It was not until he entered McGill University that he saw a more favorable aspect of librarians and libraries and particularly after his graduation when he was taken on the library staff as an unpaid apprentice. Charles H. Gould was the librarian then, a classical student turned librarian who had studied under the tutorship of W. I. Fletcher, the well known librarian of Amherst College. This association had led to the adoption of the Cutter Expansive Classification by McGill, as well as the cataloging rules and practices advocated by Charles A. Cutter. Gould impressed the young apprentice as being a first-rate bookman and a careful and conscientious administrator.

During his apprentice period, Mitchell worked in cataloging and accessioning and after four months was offered a regular appointment at twenty dollars a month to take charge of the reading room and circulation. This was increased in two months to thirty dollars. By this time he had decided to go to library school and realizing he would need five hundred dollars for that purpose, was casting about for a better paying job when another increase brought his salary up to forty dollars a month, and settled him down for the time being.

In 1902, the American Library Association was to meet at Magnolia, a beach resort north of Boston, and Mr. Gould urged Mitchell to go and "meet some librarians." He went, but it was a lonely week for a neophyte among the professionals. However, he met some librarians and was impressed with the leading figures, notably Dr. Billings, director of the New York Public Library and ALA president, who "had a presence and manner a bit suggestive of his military background." There was also William Coolidge Lane, librarian of Harvard, "a quiet scholarly type, a man of precise but pleasant manner" and Charles A. Cutter, "little, lively, and likeable, a man of many friends." Among the contributions to the program, he cites an address by President Eliot of Harvard, in which he presented to the librarians his idea of a storage library for little used books collected from the libraries in metropolitan areas, an idea which was to lie dormant for so many years.

Of all the meetings he attended at Magnolia, one remained forever sharp in his memory. The program of this meeting dealt with abstruse questions of cataloging and classification which were discussed by Aksel Josephson of the John Crerar Library. It was a memorable experience best told in Mitchell's own words:

It was an afternoon meeting, held in the warm glass-roofed casino of the hotel and it came shortly after one of those large lunches then characteristic of big American plan hotels, where there was no limit as to how much you could eat. I was young and hungry and in the warm meeting later I was very sleepy. Unfortunately in my eagerness not to miss anything, I had taken a seat right in the middle of the front row. As long as I live I shall remember the agony I went through trying to keep awake and realizing that if I fell asleep I might even fall to the floor right in front of the speaker, which I then self-consciously believed would blast at birth my professional career. By will power and pinching, I just managed to stay awake and the future of my career was left to depend on other things.

He continued his work in the McGill Library through another year and by September 1903 had the five hundred dollars necessary for a year in the New York State Library School in Albany, New York.

III

The chapter entitled "Dear Old Albany" is particularly interesting for its many revealing impressions of students, teachers, and the curriculum. It is clear that even at this early date he was becoming interested in the problems of education for librarians, and was storing up ideas which were to be useful to him later. Melvil Dewey's library school, originally established at Columbia University

in 1887, had been at Albany since 1889 when Dewey became director of the New York State Library and took the school with him. It had grown and prospered, and by Mitchell's time, was acknowledged to be the leading library school in the nation. In 1902 it had begun to require a college degree for admission, the first library school to make this requirement. As late as the time of the Williamson report in 1923, only one other library school, the University of Illinois, set so high a standard for admission. The program extended over two years and led to the B.L.S. degree, although completion of the one-year program leading to a certificate only, was considered adequate preparation for most beginning positions.

Mitchell was an acute observer and his critical mind was already at work analyzing the strong and weak aspects of the library school program, including both the teachers and the course content. There are many evaluating comments on the teaching staff. Melvil Dewey, of course, was the dominant figure, although his contact with students was chiefly through the one course on library administration which he taught. He is described as "a big man with rather rugged features and quite bald . . . dynamic and full of ideas of which he loved to talk. He was always sure of himself and of his project of the moment . . . His lectures were punctuated with stories, with which, like the preacher or politician, he drove in his points."

Other teachers who are characterized to some extent include Mrs. Salome Cutler Fairchild, assistant director, who really administered the school, and whose "idealism and aloofness were perhaps her most evident characteristics to the student."

Walter Stanley Biscoe, bibliographer, who "could—and did—talk endlessly on the characteristics and idiosyncrasies of his beloved trade bibliographies," was highly regarded as a teacher. Mitchell respected his knowledge and the wide and thorough coverage of his course, but was skeptical of the need of so much detail in a first-year program which all must take. Subsequently, when he was planning the curriculum at the University of California, he limited the first year's required instruction in this area to the basic books of the four largest book-producing countries, leaving the others for an advanced elective course.

The reference teacher, Dunkin Van Rensselaer Johnston, "was easily one of the best teachers we had, with a beautiful sense of humor and the good feeling for proportion and value which often goes with this." His fine shadings of opinion about books were sometimes a problem to those students who wanted a categorical judgment on strong or weak points, but were appreciated by the more discriminating.

The cataloging and classification courses were well taught by Corinne Bacon and Ada Bunnell, the classification in a separate course devoted entirely to the Dewey Decimal Classification. In the cataloging course, considerable attention was given to the classed catalog, presumably because the New York State Library's catalog was of that type. This emphasis seemed to Mitchell unnecessary in view of the little opportunity the students were to have to work with classed catalogs when they took positions.

One experience in library school accounted, at least in part, for the strong stand he was to take later against the time-honored accession book. He had done accessioning at McGill and thought he knew something about it, and so when he came to the class on accessioning (taught by Dorkas Fellows), he "tackled the problem with some confidence. But my solutions were not hers, and my huge sheets came back to me covered with red ink like a bloody battlefield."

His considered judgment on the curriculum and the quality of the instruction was, on the whole, favorable. He felt that the students were well prepared for their future work, especially with respect to knowledge of current library practices, but that there was not enough stress on the reasons behind the practices nor the need for study and research to improve ways of doing things. Practice work, then required, he regarded as a waste of time.

Of the lectures given by visitors, he singled out a series on the administration of university libraries, by Katharine F. Sharp, librarian of the University of Illinois, as being especially well-organized and well-delivered. Ann Carroll Moore from Pratt Institute Free Library "left a warm impression of love of children's literature," resulting many years later in Mitchell's persuading her to come to Berkeley to teach for a semester. Some of the other visitors were less well prepared and did not leave much impression.

His most serious criticism of the School was its isolation, owing to its not being a part of a university and so lacking the broadening influence of contact with graduate and professional programs in many other subject fields. This restricted environment, he felt, had a limiting effect on both students and faculty. He was always to be a strong advocate of placing library schools in universities of the highest standing where advantage could be taken of strong research collections and offerings in other disciplines.

The students were a somewhat heterogeneous lot but a serious and purposeful group. Among them were outstanding individuals who were later to have distinguished professional careers. Many of the women naturally married and withdrew permanently from library work after a few years. Of those who stayed and made some mark in the profession, mention is made of Mrs. Frances Burns Linn, who served long and efficiently as librarian of the Santa Barbara Public Library, Helen Vogelson who was to become librarian of the Los Angeles County Library, Anne Thaxter Eaton, librarian of the experimental Lincoln High School of Teachers College, New York City. Of the men, he considered Herbert Hirshberg the outstanding student, both personally and professionally. Hirshberg was later Ohio State Librarian and head of the library and library school at Western Reserve University. Mitchell's room-mate and best friend was John E. Goodwin, who joined the library staff at Stanford first, then became librarian of the University of Texas, and finally librarian of the University of California at Los Angeles.

It was through Goodwin that Mitchell secured an appointment to Stanford University in 1908. Another fellow student, but a "senior" when Mitchell was a "junior" was Harold Leupp, who, as librarian of the University of California, took Mitchell from Stanford in 1911 to head his order department. One student

who was to achieve distinction in other fields than librarianship was Edmund Lester Pearson, best known for his essays on books, notably *Books in Black or Red*, and for one on famous murder trials, *Studies in Murder*. He seems to have been the rebel of the group, whose sense of humor must have interfered with his acceptance of some of the library dogma of the time. One example of his perverse but delightful humor, *The Old Librarian's Almanac*, still turns up to trip the unwary.

IV

After library school, Mitchell returned to McGill where the librarian, Charles Gould, held out the hope that a library school would be established soon and that Mitchell would have charge of it. The school did not materialize, but he gained further experience in cataloging and classification and particularly a knowledge of the Cutter Expansive Classification for which he expanded many subjects not covered in the seventh edition, and prepared an index to the whole classification. This classification scheme won his whole-hearted respect for its scholarly qualities.

Under the chapter title, "Sons of the Stanford Red," is an account of his three years in the Stanford library, three busy and happy years under librarian George T. Clark, "a most competent administrator, with a keen understanding of human nature." He was married at this time and the young couple set up housekeeping on Salvatierra Street, "to live the life of young faculty members." It was in Palo Alto that he gained his first knowledge of gardening in the California climate, a hobby which was to bring him much personal pleasure as well as recognition in horticultural circles. This aspect of his life is covered in a chapter following the memoirs, entitled "Dean of Horticulture in California" by Cora R. Brandt.

It is regrettable that Mitchell did not complete his memoirs to include the period of his greatest contribution to the profession as director and dean of the California Library School. The chapter entitled "The Library School at Berkeley," based on a recorded interview with him in February 1950 by Neal Harlow and Andrew Horn, does, however, give the chief background details on the beginnings of library education at Berkeley.

The Berkeley school and Mitchell's role in education for librarianship falls largely in the "post-Williamson" period. Coming so late on the scene, the school did not have the problem of adjustment to new standards and new programs which the older schools had. There had been summer training for librarians at Berkeley much earlier, but the first academic-year courses were established in 1918 as a post-war measure to alleviate a serious shortage of librarians. The courses were at first taught by members of the University of California Library staff, but by 1924 a department had been established in the College of Letters with a budget and teaching staff of three, including in addition to Mitchell, Edith Coulter and Della Sisler. In 1926, university approval came for the two-year curriculum, the first year leading to a certificate and the second to a Master's degree.

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Planning for Growth: A Challenge to Librarians

by MEL SCOTT

OUR PUBLIC LIBRARIES ARE IN TROUBLE and need help. Here is the catalogue of problems mentioned at the Governor's Conference on Public Library Service last year: grossly substandard library services in many cities; many poorly paid, inadequately trained, small staffs; impoverished book and non-book collections; library buildings that are a cause of shame rather than of community pride; confused patterns of service and inequities in metropolitan areas; increasing pressure of students for service; and new demands for censorship of book collections as another wave of McCarthyism rises.

All these problems would be serious even if we were not in a period of rapid growth, but since this is California and since ours is an age of population explosion, the problems of libraries are extraordinarily serious. As the report on the Governor's Conference revealed, the number of books per capita in public libraries in California has decreased by 31 per cent since 1940. Statewide, the per capita number of volumes added to public libraries has decreased from 1.7 volumes for the whole state in 1930-31 to 1.3 volumes in recent years. Public libraries are able to buy only 22 cents' worth of books annually for each resident of the state, and they spend an average of less than two dollars per capita per year—less than the average cost of six gallons of gasoline or a carton of cigarettes.

Even more interesting is the fact that the young people now enrolled in the School of Librarianship at the University of California are not attracted to public library service. They want to be librarians in colleges and universities or in the specialized libraries of important corporations, such as Shell Development Corporation and the IBM Research Center at San Jose. Somehow, the public library lacks glamour, not only for those studying to become librarians but also for the general public.

Compared to many other public institutions, the public library has been falling behind, or at best it has barely been keeping up with the increased demands for service. Without more public support, it will lag hopelessly behind.

II

Let us focus attention on just the nine counties generally regarded as comprising the San Francisco Bay Area: Alameda, Contra Costa, Marin, Napa, San Francisco, San Mateo, Santa Clara, Solano, and Sonoma. What do we find here? The Statistical reports for 1959-60 published in *News Notes of California Libraries* include some disquieting figures. Of the 44 municipal and county libraries in the

Bay Area, nearly three-fifths have their central or headquarters libraries housed in buildings constructed before 1920. (Daly City has moved into a new main library building since the report.) Only one-third occupy structures built in the past twenty years. It is true, however, that most of the libraries housed in antiquated buildings are small libraries. A good many of our larger cities have fairly new libraries, although not all of them are in good locations.

Only 16 of the 44 libraries have collections of 100,000 or more informational and educational volumes. Twenty-five have less than 100,000 volumes, and of this group, 20 have less than 50,000. The small cities, of course, are those with small collections. But should the readers in small cities be penalized for living in small cities? Need they be?

One city of approximately 43,000 population has only half a book per capita; several others have only one book per capita, and many others have only 1.5 books per capita. On a per capita basis, San Jose has slightly less than one book per capita; San Francisco has only slightly more than one book per capita. San Francisco has lost population while San Jose has grown rapidly; both have peculiar revenue problems caused by population movement.

Of 29 libraries reporting titles added during 1959-60, only 38 per cent added 4,000 or more titles. Twelve added fewer than 3,000 titles. Fifteen libraries reported only volumes added rather than titles added.

Now what use are libraries getting from their collections? Half the libraries made no report at all on reference and reading aid. Perhaps they don't keep records on reference service. Is it too difficult to maintain records? Or don't these libraries appreciate the importance of recording the number of reference questions as a gauge of their effectiveness in serving the community?

Comparisons are odious, but some will have to be made in discussing circulation statistics. Of course, the age of a city, the kinds of work its residents engage in, the years of schooling they have had, the amount of industry on which a city can levy taxes, and many other economic and social conditions are reflected in library statistics. Detailed knowledge of a city may explain why its library collection is comparatively great or small, why it has few or many registered borrowers, and why circulation is relatively small or large. But explanations can also be alibis for an unprogressive attitude, lack of communication with the taxpayers, and failure to plan imaginatively.

These are some of the facts a study of the statistics revealed: Mountain View and Santa Rosa have populations of almost the same size, but Santa Rosa has almost twice as many registered users and almost 100,000 more circulation. Mountain View, however, has a larger circulation than Daly City, which is a third larger in population and reports twice as many registered users. The book stock in Daly City is, perhaps significantly, less than three-fourths the size of that in the Mountain View Library.

Little Sebastopol has more circulation than Sausalito, which is twice as large and has almost twice as many registered users.

Los Gatos and Mill Valley, both small cities, have circulations equal to that of the library in San Bruno, a city nearly three times as large.

Vallejo and Santa Clara are now about the same size (60,000), but Santa Clara has 100,000 more circulation than Vallejo, even though Vallejo reports some 7,000 more registered users. What makes all this very surprising is that the book collection in Santa Clara is about a third the size of that in Vallejo. Santa Clara is getting impressive "mileage" from the books it does have, and Vallejo isn't getting nearly enough. Or maybe the books are old books that no one wants to read. Or perhaps the library is in a poor location. Or perhaps it is understaffed. The very records librarians turn in raise all kinds of questions. The statistics, however, are fascinating.

Burlingame, with about a third as many residents as Alameda, has a considerably larger circulation from a book stock only about one-fourth larger.

Hayward, with less than half the book collection that Alameda has, enjoys nearly twice as much circulation.

Very likely the residents of the Peninsula are generally of higher educational levels than those in some of the more industrialized East Bay cities and that they also enjoy higher incomes, have had more advantages of travel and study, and are on the whole endowed with greater intellectual curiosity. At least, this interpretation is what a review of the statistics and knowledge of the different communities suggests. A library in a working class town inevitably has more difficulty stimulating use of its facilities than a library in an upper middle-income community in which there is a high percentage of college graduates.

Now what does this rather cursory examination of the latest data on Bay Area libraries disclose? First, that there is wide variation in the facilities, collections, and services of the cities and counties in the metropolitan region. Second, that only a relatively small proportion of all libraries in the area meets librarians' standards for book collection, additions to book stock, staff, circulation, and reference use. Third, that at the present rate of adding to collections, many individual libraries will be years achieving anything like adequate stocks to serve their users. Looking at the Bay Area as a whole, we can say that residents in many parts of it are getting substandard library service.

III

Most of us wish that we could stop the frightening growth of California and have a decade to catch up with needs. We live in a never-ending state of crisis because in the San Francisco Bay Area alone we add the equivalent of a Palo Alto and a Redwood City every year, or at least that was our record in the past ten years. In this decade of the sixties we shall probably add, on the average, the equivalent of a Berkeley and a Santa Rosa every year, or more than 143,000 persons annually. Growth of that magnitude, with its heavy demands for new streets, sewers, storm drains, water systems, schools, parks, playgrounds, fire stations, police stations, public health offices, and scores of others things, necessarily puts the public library at a disadvantage in the competition for local tax dollars, because many other services and facilities seem to be more urgently needed than libraries and their stores of knowledge. Even though the state legislature in 1959 declared that "the public library is a supplement to the formal system of free

public education" and even though Americans highly value education, libraries have a much lower priority than streets, sewers, schools, and fire stations in any rapidly growing and financially hard-pressed community. Nor does there seem to be any prospect of change in this situation for a long, long time.

There will be little if any diminution in the rapid growth that we are now witnessing until 1980 or later. The San Francisco Bay Area will add 2,000,000 more people by 1975 and almost 4,000,000 more by the end of the century. Its population at that time will be at least 7,500,000 according to one authority; and within perhaps another quarter century after that it may approach 12,000,000 to 14,000,000. In our ever-changing and never-finished cities, librarians will be fighting every year for many decades for greater recognition and increased financial support. The libraries' competitors will be all the present public services, plus some new ones that have not yet appeared.

But there is no need for unrelieved gloom. Time is on the side of libraries, provided librarians take advantage of the trends that are in their favor. As a nation we *can* expand our economy, so that a larger proportion of our wealth can be expended for public services even though we continue to bear an enormous burden of armaments. The decrease in the number of hours in the average work week cannot but result in greater demand for library service as people seek to make more profitable use of their leisure. The increase in the proportion of the population with college degrees will augment the number of readers using the public library. Librarians have the opportunity through specialized collections and highly efficient reference services to aid business and industry in keeping abreast of the changes in our dynamic economy and to contribute to its expansion.

There are technological innovations in communication that librarians have only begun to apply in inter-library coöperation. Widely used, these improvements in communication can greatly facilitate exchanges among libraries in metropolitan regions and throughout whole states, giving the public a higher return on the money it has invested in its libraries. Perhaps we can even look forward to additional technological advances that will link libraries one with another and vastly improve services within individual libraries.

Finally, there is today tremendous interest in political reorganization of our urban areas and the development of governmental services adequate for the age in which we are living. We have a heritage of horse-and-buggy political institutions to revise or scrap altogether. We see the need for wholly new kinds of political organization. The public library will be and should be affected by the revamping of governmental organization, especially in metropolitan regions. If our library boards and librarians are alert to all these trends and movements, they can make gain after gain in the long struggle for greater appreciation of library service and for larger budgets for staff, books, magazines, new machines and instruments, and buildings.

Suppose we take a look at the shifts of population taking place within the metropolitan region. The central cities in the nine-county area lost population between 1950 and 1960. San Francisco, Oakland, Berkeley, and even Richmond all ended the decade of the fifties with fewer people than they had at the beginning. Demo-

lition of dwellings to make way for freeways and for redevelopment projects accounted for some of the population losses, but economic and social trends that have been operating in the Bay Area since the 1920's or even earlier contributed to the movement of population to suburban and fringe areas. The new jobs in manufacturing, for instance, are not being created in the central cities but in outlying areas, as a glance at the statistics of industrial building permits issued in 1960 reveals: \$19,500,000 in Santa Clara County, \$10,245,000 in Alameda County (and not in the central parts of that county, either), \$7,719,000 in San Mateo County, \$2,773,000 in Contra Costa County, whereas the total of industrial building permits in San Francisco was about \$850,000. The figures for office and store building permits tell much the same story: Santa Clara County, first; Alameda County, second; Contra Costa County, third; and San Francisco, fourth. In residential building permits Santa Clara County again is first; Alameda, second; San Mateo, third; Contra Costa, fourth; and San Francisco, fifth. People, factories, offices, and shopping centers are moving outward even though there has been a spectacular increase in office buildings in downtown San Francisco in recent years and a strengthening of governmental, financial, service, and cultural functions of this hub of the metropolitan region.

In time, probably, San Francisco, Oakland, and Berkeley will slowly regain population, especially as they redevelop and renew blighted areas and fill up the vacant lots and small undeveloped parcels of land left by earlier waves of building. But what happens in these central cities will be dwarfed by the developments in outlying areas. The largest growth in the area will be in Santa Clara County, of course; and San Jose eventually (perhaps after the turn of the century) will be the largest city in the metropolitan region. The second largest growth will be in southern and eastern Alameda County. The counties bordering on the southern and eastern sides of the bay will develop first, and after 1990 the northern counties of Marin, Sonoma, Napa, and Solano will develop rapidly, according to the comprehensive study released last year by the Army Corps of Engineers. In the next twenty years, however, these northern counties will probably more than double their populations; so there is much need for planning for an expansion of library services.

All the forecasts of growth assume that we shall solve our water supply problems in California and be able to provide all the rapidly developing sections of the Bay Area with sufficient water. The long-range studies also assume that the voters of the Bay Area will approve bonds for a regional rapid transit system and that we shall not have to rely entirely upon freeways to move people and a high proportion of goods.

IV

Urban development thus far has been scattered and sprawling and has resulted in the loss of huge amounts of high-quality agricultural lands. City and county planners, alas, concentrated so much on the problems of blight and slums in the centers of cities when they were planning for the postwar period that they failed to anticipate the way in which cities would burst all over the landscape once the wartime controls on building materials were eliminated. So vast is our urban

development and so low is the density of population that we have extreme difficulty providing urban services within reasonable distance of the homes of the people. And as for public transit, how can you properly serve this endless suburbia, much less operate transit systems without going into the red?

City planners, conservationists, agriculturists, and an increasing number of public officials and legislators are now beginning to turn the tide against this heedless kind of urban development. There is more talk today than there was ten years ago about saving good agricultural land, preserving scenic hills and geologically or botanically significant natural areas, instituting controls to stop speculative tracts from invading farming and vineyard lands, and building new areas with a variety of dwelling types and a higher concentration of structures.

The proposed rapid transit system is significant because it would induce concentration of a great deal of office and retail trade employment around the station stops along the system and at the terminal points. The system as a whole would be a counter-force against the continuation of the urban sprawl that has afflicted our metropolitan region. But merely building this system would not be enough to arrest scatteration. We need positive policies to make urban areas grow in orderly fashion and to safeguard fertile soils from being covered with miles of tract houses. Of course, to accommodate the population increases that have been forecast, we must use more of our land resources for urban development, but it is a question of how much. We have been profligate rather than prudent, as if we should never face a time when open space would be at a premium or good agricultural land would be scarce.

If we can make our cities more urbane and can control their tendencies to bulge in all directions like fat women who won't wear girdles or adhere to a diet, then librarians' work will be far pleasanter and more rewarding. When there are more people within reasonable radius of a library, there will undoubtedly be greater use of its collections and its reference service. An urban atmosphere is conducive to the clash of opinions and the exchange of ideas. In this kind of intellectual environment the library becomes a prized resource, a focal point in the search for new information. The more useful it is to its users, the more willing they are to pay for its services. Librarians have much to gain from the efforts of the city and county planners to develop a regional plan that will give us a physical environment that is better organized, with its commercial and service areas more nucleated and its residential areas more varied, interesting, and concentrated than they are today.

Some of the newest and best libraries in the United States and Canada are right down town amid the new office buildings. New Orleans, Cincinnati, San Diego, and Vancouver all have new central libraries that take full advantage of urban concentration. The ideal situation in the Bay Area would be well developed urban centers of various magnitudes distributed throughout the area, in each of which a superbly designed public library could be located right in the thick of things—not two blocks from the heart of the center, but almost at the main intersection. If the voters of the Bay Area approve bonds for the construction of the proposed rapid transit system, we shall see new commercial enter-

prises and high-rise apartments polarizing like magnetized filings around the station stops along the system; and these are the places where some of the new libraries of the future should be built. Library boards and librarians should study carefully the plans for the transit system and start scheming now to acquire sites near the station stops for the new libraries of the future.

Unless Bay Area voters do approve the transit bonds, we are going to be in an impossible predicament, because freeways are already at or near the saturation point at peak traffic hours and we cannot contemplate duplicating or tripling the freeway system we already have.

V

If asked, probably a high proportion of public librarians would acknowledge that the locations of their library buildings are not especially desirable. Some of our library buildings are in civic centers, rather deadly places for libraries; others are in parks, decidedly removed from the busy life of the community; some are one or two or several blocks from the principal business street, perhaps near parking lots but in a sense insulated from the vital activities of the city. Many studies of library locations show that available parking is less an inducement to visit the library than is proximity to stores, banks, professional offices, restaurants, and moving picture theaters. When we also consider the fact that many of our present library buildings are inadequate or obsolescent, then we have reason to plan for better buildings in more strategic locations in the future.

There are other compelling reasons for getting the public library placed at the focal point of activity. There its reference service can be of greater use. There it can function best as a cultural center, attracting the public to exhibitions, lectures, motion pictures, and perhaps some day closed-circuit telecasts. But perhaps the cultural and recreational aspects of library service are less important in our dynamic society than the purely informational and educational services. We live in an age in which everything is in flux: our economy, international and national affairs, the social structure, science, technology, literary and artistic expression, and certainly the physical environment. We add more to the sum of human knowledge in a year than our ancestors added in a century. Part of the frustration we all feel can be attributed to the impossibility of keeping abreast of the new knowledge in any one field, no matter how specialized and sub-sub-subdivided from some larger field it may be. But the public library can lessen this sense of frustration by sifting the torrents of new publications and making the most significant items readily available to us. Businessmen, engineers, scientists of all sorts, teachers, other professional people, students—how eager they all are for the best that is available! The sobering fact is that often they fail to turn to the public library for help. Why? Because it may not have been able to assist them some time in the past; because some private library or reference service may be better equipped to meet their needs; or because it just doesn't occur to them to solicit the aid of the public library.

What do interviews with men in the street reveal? That only one in ten would go to the reference room of the public library to find the answer to a difficult question. This is a deplorable state of affairs. Surely, there are many reasons for it:

probably first of all, inadequate budgets, resulting in inadequate collections of educational and informational materials and short supply of skilled librarians; secondly, library buildings that actually lack space to house all the materials that should be provided; and third, buildings that are out-of-the-way—so poorly located that they just do not attract the information seekers who should be using them. For a hundred good reasons we should get the public library as close as possible to the hub of activities, no matter how expensive the site. The most costly site will still be cheap in the long run, considering the value to society of a well-stocked reference room only minutes away from the offices of executives and business and professional researchers.

Some city planners do not understand the problems of the public library as well as they should. Joseph L. Wheeler criticizes the San Francisco Department of City Planning, for example, for developing a city-wide library plan that over-emphasizes the importance of parking space and proposes sites for some of the branch libraries at locations somewhat removed from district shopping centers, just because more parking space is available two or three blocks from the main stem. He points out that libraries enjoy the highest volume of patronage in locations where the users can include a visit to the library among six or seven other errands. City planners need to be educated by librarians about the advantages of putting the library right downtown, or in the neighborhood or district shopping center. But, do librarians themselves know all that they should about desirable locations for libraries? A basic reference is Wheeler's "The Effective Location of Public Library Buildings," published by the University of Illinois in July, 1958.

Here in the San Francisco Bay Area many cities and counties have full-time professional planning staffs, and a gratifyingly large number of these staffs have completed master or general plans for their jurisdictions. In fact, this metropolitan region has probably done more good local planning than any other in the nation. Yet many of the local plans barely mention libraries or do not indicate desirable locations for libraries at all. Either the planners have little appreciation of the importance of libraries among the educational facilities of the community, or the librarians have failed to establish communication with the planners. Whatever the cause of the lack of exchange of ideas, it is regrettable. Professional planners pay a great deal of attention to school locations and to the adequacy of the school sites because they think of the elementary school as the focus of the neighborhood and the high school as the focus of a group of neighborhoods. But somehow the libraries get slighted. And yet at this time, when the staffs of public libraries and the staffs of school libraries are endeavoring to work out problems of student use, the establishment of the proper physical relationship among public libraries and school libraries becomes highly important.

VI

Our most conspicuous lack in planning in the Bay Area is a metropolitan regional plan, perhaps including as one of the elements a plan for library systems. The

consulting firm of Parson, Brinkerhoff, Hall, and Macdonald did prepare, as a basis for proposing a regional rapid transit system, an outline or sketch regional plan. But that plan was formulated in 1955 and is now somewhat out-of-date. Furthermore, the planners who made it would be the first to point out that it had to be, because of the limitations of data, in rough form. It is, in short, no substitute for the more refined scheme a permanent regional planning agency could produce. And sooner or later we shall have such an agency in the Bay Area—the sooner the better.

Should library systems be shown on a metropolitan regional plan? When city planners, public administration experts, and officials of local government discuss what should be considered metropolitan and what should be considered local, they usually speak of public libraries as being local facilities—in the same class as neighborhood parks, elementary schools, fire stations, and local streets. In other words, these things are no concern of the planners and officials who are trying to organize facilities and services to serve the entire metropolitan region. Freeways, regional rapid transit systems, major aqueducts and distribution lines, sewage treatment plants serving half-a-dozen or a dozen cities, and large parks such as the chain of natural parks in the Berkeley Hills are the kinds of facilities that should be shown on an area-wide plan, according to most metropolitan regional planners. Decisions about libraries, they would say, should be left entirely to local governments rather than to some form of area-wide jurisdiction, such as a multipurpose district or a federated metropolitan government such as Toronto's. But the status of the public library should now come up for re-examination, especially when it is part of a system composed of several libraries.

As the Bay Area becomes more populous and as more and more libraries enter into coöperative agreements as members of systems, such as the one that has been formed by 15 North Bay cities and counties, can we or should we continue to plan for the locations of libraries city-by-city or county-by-county? If librarians indeed foresee widespread development of coöperative systems, each serving a population of 100,000 or more, how should the territorial boundary lines be drawn, ideally? Will county lines do? Or do city and county boundary lines make little sense in an urban area in which many sections look from the air like one continuous city? Will there perhaps be one system for the North Bay counties, another for the San Francisco peninsula, still another for Santa Clara County, a fourth system for the urban area between the shoreline of the East Bay and the hills, and still a fifth system in the valleys on the east side of the hills? Or would some other organization be more logical, such as a series of coöordinated systems, all served by a single highly specialized reference and research service? Should the library systems be related to school districts, or would it be better to ignore them? And what about college and university and special libraries? What is their relation to systems? Or do they remain independent?

Librarians should be thinking about these questions because one of these days some regional planners may want professional opinions. Are libraries local, or are libraries of regional importance? Library *systems* certainly are of more than local significance, although there is great stress laid on local control in Senate

Bill 789, proposing state aid for libraries. So far as book selection, employment of staff, and selection of equipment are concerned, local control may be perfectly acceptable to everyone. But when it comes to planning for a good distribution of libraries throughout this continuous urban area that we are considering here, the desirability of planning within city, county, district boundary lines can be seriously questioned. What would be a desirable distribution of libraries throughout the area if no city, county, or district boundary lines existed at all? Suppose our only concern were natural areas, defined by mountains, the bay, rivers, or other physiographic features? Would librarians be amenable to suggestions from regional planners for a more effective distribution of library facilities than would be obtained from city-by-city planning?

The Public Library Services Bill doesn't even mention any of these physical planning considerations. It speaks of systems as if there were no physical environmental problems at all, as if the problems were all financial. This omission may be due to the desire to give libraries complete freedom in planning systems suited to the local and regional needs. But the problem of getting a proper distribution of libraries in an area cannot be ignored, and something should be added to the bill to encourage city and county libraries to make long-range system-wide plans, with the help of city and county planning departments or with the help of any regional planning agency that might be created.

There is another foreseeable regional problem that will affect all libraries in the Bay Area, public and private. Sacramento is only about an hour and a half from the heart of this metropolitan region, yet some day, when the regional population is five, six, or seven million, a large branch of the State Library somewhere in the area may be desirable. Where should it be built? Will not all librarians want a voice in this decision? Such a corporate voice would be the spokesman for systems in the area; multi-library systems are not only desirable but probably inevitable, as well.

The movement for development of library systems parallels movements for changes in some other governmental services heretofore regarded as strictly local, such as police services and the provision of low-rent public housing. Just as public officials are now beginning to realize that it might be efficient and economical for groups of municipalities and counties to finance central crime laboratories and highly specialized criminal investigation staffs that would serve any one of them, when occasion demanded, so librarians are beginning to appreciate the possibilities of metropolitan or at least subregional ordering, cataloguing, purchasing of supplies, and various kinds of data processing. The provision, under special contractual arrangements, of expensive services that each of several police departments in an urban area would use only occasionally would, of course, not affect the organization of local police services; it would *add* desirable services that no one police department might be able to afford. The same would be true of some of the specialized services that a group of libraries or a system might desire. At any rate, the growth of coöperative arrangements seems to be fostered by the development of complex metropolitan areas. This is an evolution-

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The Effect of Enrollment Increases on College Library Resources & Services

by STANLEY McELDERRY

IMPENDING CHANGES IN COLLEGES in the decade ahead pose a serious threat to college libraries. A careful reassessment of the rôle of the college library in higher education is needed to insure that the library continues to be a significant part of the educational process.

The four-year college in California refers to two general types of institution: the private liberal arts colleges and the state colleges. The former have a relatively small enrollment and usually offer a traditional liberal arts curriculum. The state colleges range in enrollment from 300 to 11,000 students and include a variety of vocational programs in addition to the liberal arts. Many of the four-year colleges offer work at the master's level.

The important problems relating to resources and services in these colleges in the future is not how well they measure up to Western College Association standards or ACRL standards, but how well they meet our conception of a good college library.

As librarians, we tend to believe that the primary function of a college library is not merely to facilitate achievement of course objectives, but to promote reading—to help develop critical faculties and extend educational horizons beyond immediate course requirements. We expect a student to acquire bibliographic sophistication as a means of selecting informational materials in pursuing his courses and in cultivating a habit of lifetime learning. This objective was summarized by Asheim in the Conference on the Undergraduate and Lifetime Reading Interest at the University of Michigan in 1958:

The stated aims of the institutions of higher learning are almost always those which would best be served by the intelligent use of books and reading. The training of the whole mind; the development of the student's powers of original thinking and analysis; the exercise of the student's imagination; the promotion of sensitivity, aesthetic appreciation and understanding; the recognition of recurring problems of life adjustment; the deepened understanding of one's self and of others. . . .¹

We appreciate that the instructor provides the primary motivation and insight in the intelligent use of books, but the library can foster intellectual curiosity through the development of its resources and services. Will changes in the next

¹Conference on the Undergraduate and Lifetime Reading Interest, University of Michigan, 1958. *Reading for Life* (Ann Arbor: University of Michigan Press, 1959) p. 253.

ten years facilitate or impede this process? Before we can tell what will happen to college libraries, we must understand some of the fundamental changes taking place in higher education.

II

Trends in higher education. There is considerable discussion about the use of television and teaching machines to supplement or even supplant classroom instruction. The library is sometimes viewed as a repository of micro-reproductions, electronic machines and rapid photocopy devices. Such revolutionary changes are interesting topics for speculation, but the basic questions with which we are faced are the enrollment predictions and their effect on the nature of academic institutions. This is the principal concern of the Master Plan for Higher Education in California.

With reference to the four-year colleges, it is predicted that population increases and the pressures for college training will increase enrollments in privately supported colleges and universities 58% by 1975 and in state colleges by 349% during this same period. The increases in enrollment will not be evenly distributed, however. Some colleges may remain constant in size while others grow rapidly. A further recommendation of the Master Plan is that four-year colleges concentrate more heavily upon the upper-division and graduate level by employing the junior colleges to better advantage.

Within a relatively few years, many of the state colleges will exceed the present enrollments of U.S.C. or U.C.L.A. The total number of students in a given institution would not be unusually large compared to institutions such as the University of Illinois and the University of Michigan. But this rate of growth is unprecedented, and this is the major challenge we must meet.

Before discussing the effect of enrollment increases on the educational program and on the library, we must clarify certain issues concerning library objectives. Much discussion on the promotion of reading in colleges relates primarily to the liberal arts aspects of the curriculum. It may be appropriate to encourage "imaginative and critical inquiry" and independent "analysis and interpretation" of ideas in a course in political theory, but an instructor in public administration may be more concerned with imparting specific information on the administrative machinery of the federal government. We cannot generalize about how reading should be promoted in all liberal arts subjects and courses on the basis of what is desirable in the humanities or the social sciences. The introduction of various vocational programs (e.g., social work, education, and business administration) in the curriculum makes the generalization even less valid. This is not to say that more effective use cannot and should not be made of books in vocational programs. The realities of the situation are that the programs tend to focus on a specific body of knowledges and skills, and that the limited time available for training may restrict the amount of prescribed reading. We cannot expect that all disciplines will depend upon the library in the same way, but we would hope that maximum advantage would be made of reading as a necessary part of a continuing educational process.

Nature of the Student body. One of the interesting aspects of enrollment in-

creases and the possible application of selection on the basis of ability is the kind of student population which may be anticipated. An overall increase in potential ability is expected in all colleges, but some of the smaller private institutions may become very selective. Such changes in the composition of the student body may lead to the introduction of accelerated programs, higher standards, and greater reliance upon independent study. Such changes could make significant differences in library requirements, but we cannot assume that there will be any appreciable difference in the quantity of reading on the basis of greater potential ability. Reading studies tend to show that the kind and amount of reading is related more to the ability and interest of the instructor than to the student's ability.

The Curriculum. Increased enrollments would seem to create pressures to extend the curriculum in scope and depth. In the smaller colleges, the curriculum may not change appreciably, for additional enrollment may simply make it more feasible to continue the present program by filling existing courses to capacity. In the larger state colleges, the situation is almost unique. The scope of the program is defined quite specifically by statute so that the normal extension of the curriculum with enrollment growth is limited. The recommendation of the Master Plan is to limit the enrollment in the lower-division program and to emphasize the upper-division and graduate programs. In examining the pattern of courses in large institutions, it is evident that lower-division programs may be limited in size by adding sections of already existing courses. At the upper-division and graduate level, the normal pattern would be to add courses and increase specialization. A comparison of course offerings at San Jose State College, at present the largest California state college, with those of a university demonstrates this tendency. It is conceivable that in some subject fields this extension of courses would approximate the pattern found in a university. If enrollment projections are realized, it may be necessary to proliferate courses in this manner to provide for the needs and interests of the students, and to be able to secure sufficient, competent instructors. This normal expansion of curriculum may be the only method which will enable the library to continue playing a significant rôle in the promotion of reading.

Following the recommendations of the Master Plan, various professional schools (e.g., law and medicine) have been reserved for the state university. It is possible that some vocational programs will be dropped by the university and added to the college curriculum as in the case of home economics, industrial arts, and business education. Other vocational programs may be offered by the colleges and universities simultaneously with a different approach and emphasis as in the case of engineering. No one can state with certainty what curriculum pattern will emerge in the various segments of higher education, for curriculum development is influenced not only by educational objectives, ambitions of administrators and faculty, but by community pressures and needs. How systematically these factors can be regulated and controlled will be seen in the decade ahead.

Academic Standards. The primary stimulus for effective use of reading materials is the individual faculty member. An inspirational instructor working

closely with a group of ten or fifteen high-caliber students can make optimum use of library resources. As the institution grows in size, the same instructor with a class of sixty students can no longer use the library in the same manner. He may be forced to rely primarily upon the lecture method. Reading assignments may be confined to a textbook or a limited number of readings. Although he might prefer to assign class reports and term papers, demands on his time may make it impossible to read them. The mere size of the institution is not the controlling factor, but the number of students permitted to enroll in the course. Presumably, if the class size is kept low, teaching methods more advantageous to effective library use could be maintained. Smaller classes tend to result naturally at the upper-division level, as a result of greater specialization, but required courses and introductory courses tend to become large. In many academic institutions large classes, particularly in the lower-division, are necessary "to carry" the smaller, more advanced courses. The hysteria over mass education, the pressure for economy, and the anticipated shortage of teachers may impose mass production techniques, contrary to our present conception of quality instruction. We must examine this trend critically and help promote teaching methods which will maintain high quality instruction.

Now that we have described some of the changes which may be anticipated in college student bodies, curriculum and instruction (and these are external problems as far as the library is concerned) let's consider some of the internal problems which will confront the libraries.

III

What kind of resources should the library contain? Although there are many common ingredients among college libraries, a precise definition of library resources is dependent upon local circumstances. Our usual tendency is to examine statements of library standards, to formulate acquisitions policies, and to check standard bibliographies such as the *Shaw List* and the *Lamont Catalog*. It may be convenient to state our need in terms of the kinds of uses to be served and the types of material to be acquired. However, if we are seriously concerned with the selection of books which will "help develop critical faculties," "stimulate intellectual inquiry" and "promote enjoyment in reading," we must work closely with individual faculty members to select books which will help meet specific educational objectives. We should give less attention to the scope and balance of the collection and concern ourselves with the acquisition of material which will reveal the state of knowledge in the major disciplines, present representative points of view on significant issues, and provide source materials to be critically examined and interpreted.

Only the exceptional college library has sufficient resources to promote reading in this sense, and most of us are probably not using the resources we have to the best advantage.

Many of us are prone to ask the question: how large should a collection be? We are more easily satisfied with a definition of adequacy stated in numerical

terms. The question which should concern us is whether we have enough resources to promote reading in the sense we have previously discussed.

The size of the collection is a special interest in a number of the new state colleges attempting to develop entire new collections. For purposes of planning and budgetary negotiations, it may be necessary to indicate the magnitude of needed resources. The tendency has been to think too conservatively in estimating the effect of enrollment increases on curriculum development.

The large institution has additional problems in providing access to materials. As librarians, we are better prepared to develop resources in scope or depth, but we find it difficult to gauge consumer demand. We are frequently torn between values of insuring coverage and meeting demand. In the large library, however, it is more than securing enough duplicates of a required reference, for books vary in price and accessibility. Some resources cannot be purchased at a given time or only at prohibitive prices. Such problems have a direct effect on instructional methods, and it is a moot question how far the library should go in accommodating faculty desires.

Another question a new library must answer is how rapidly can and should library resources be accumulated. If enrollments and curriculum development in some of the new state colleges attain within five years the size and stature of long established institutions, to what extent should library resources keep pace? It is evident that library development can be more rapid than it has been in the past. There will always be some lag, dependent upon opportunities in the book trade, but certainly more strenuous efforts can and should be made by a new institution to assume greater responsibility for anticipating its own library needs.

IV

The ingredients of effective library service are well identified in most statements of library standards. Assuming we have the necessary physical ingredients of building, equipment and resources, we are dependent upon the recognition and acceptance of the library as a part of the educational program by administration and faculty and the skill of librarians in demonstrating its rôle. It is largely in the personal realm that the library can be made to function to the best advantage. Let us examine, then, some of the issues which librarians might consider in developing more adequate service.

As we have noted, the faculty is usually the key to promoting the most effective use of the library. How can we best bridge the gap that separates the librarian from the classroom? How do we insure that library resources are used to full advantage and can be made available when they are needed? In the small college, there may be sufficient personal contact between faculty and librarians to insure proper liaison, but as an institution grows, the problem of communication becomes very complex.

To what extent can the library serve the needs of large classes? This is a very broad question which subsumes a number of specific questions that are very compelling for the large college. Can the library serve mass reading requirements? Can the library provide adequate access to its resources? Can open

shelf collections be maintained with large enrollments? How can the services of a large library be organized to provide adequate guidance in the use of resources? What is the best way to train a large student body to use a library effectively? These are some of the problems attendant upon large size. In general, library methods are well adapted to small enrollments. The problem of the large library is how to provide services equal in quality to that of the small library.

It seems obvious that the library can meet the reading requirements of large classes through the services of the reserve book room. The efficiency of the operation is largely dependent upon how many duplicate copies are purchased and how much staff is assigned to check them out. But should the library perform such a service? Use of a reserve book room adds nothing to the bibliographic skill of a student and probably doesn't stimulate much reading. The preparation of syllabi can transmit far more information to students with considerably less effort and at relatively low cost.

The library serving a large student body is hard pressed to provide anything approaching the access to resources available in a small college. The same number of books per capita occupies miles of shelving and many of the resources are unavailable in sufficient copies to supply demand. Some forms of material such as current periodicals and documents will not withstand heavy use. Open shelves facilitate browsing and doubtless stimulate considerable reading, but with heavy use, shelves require constant maintenance. The ability to locate a specific item at a given time is largely lost, and much of the reference value of the collection may be dissipated. It is possible to restrict the use of various segments of the collection to preserve essential reference services, but this is not necessarily the best way to meet demand. A library serving a large graduate enrollment might be able to meet the same volume of demand with less difficulty not only because the collection may be larger, but because there is less concentration of interest in the same subjects.

The large library imposes many difficulties upon students. Its size makes it increasingly complex to use, and students may consume more time and energy accumulating material than is available to read and reflect upon it. The reading rooms have all the intimacy and comfort of a railroad station waiting room. Providing adequate guidance and instruction in this atmosphere is complicated by the unusually large volume of relatively simple directory type questions: Where is the pencil sharpener? Where are the sociology books? How do I find the latest *Time* magazine? It seems evident that a more effective means must be found to orient the college community to the resources and services of the library. The students of a large college need to be more self-reliant if the reference librarian is to have time to instruct and to guide students in significant reading problems. It may be that the large college library would be a more effective educational medium if it restricted its services to the unusual or individual requirements of its students and left the provision of mass reading requirements to other agencies. The preparation and sale of reprints, syllabi, and paperbacks by the book store might satisfy student needs more readily and enable the

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PLANNING FOR GROWTH (*continued from page 128*)

ary process—a step-by-step advance toward more effective public services, expedient and pragmatic in some respects, but on the whole a rather practical way of finding release from the straightjackets of political jurisdictions.

Under the Public Library Services Bill, the establishment grants to libraries in the Bay Area would be approximately \$340,000 and the annual per capita grants would be approximately \$500,000. These are modest sums, considering the extent of need. But no matter what the size of the grants, it is to be hoped that librarians will not stop campaigning for additional local tax support. Although we have been in a recession lately, do not forget that by 1970 less than 20 per cent of American families will have incomes of less than \$4,000 and that almost half of our families will have incomes of more than \$7,500. We are going to be able to spend more for public services, and libraries should share in the increased local tax revenues. Moreover, librarians have a right to demand more. During this decade the number of people living in our cities who have been to colleges and universities will increase by one-third. By 1970 half of all adults will have completed high school, compared with but one-third in 1950. A larger proportion of the population will come to the library for recreational reading material and for informational and educational publications. You already face problems of expansion just to keep up with population increase. The rapid growth in the proportion of the population that will make use of library services intensifies these problems.

VII

Here is a suggestion which might help to dramatize library problems to the people of this metropolitan region. Most of the time librarians fight battles within their own jurisdictions, and of course they must continue this fight on the home front. But why not unite on a metropolitan regional basis to gain greater recognition of the significance of library services? Why not talk about providing equally fine services in all parts of this huge urban region? Why not point up deficiencies here and needs there? Do not be afraid of comparisons. Some communities will have to be shamed into improving their libraries. Others can be spurred by the desire to excel. Librarians should make a metropolitan regional study of library facilities and services that would indicate goals for the Bay Area for the next twenty years, at least. The findings and conclusions of such a study, properly presented, would capture the imagination of the people of this whole area. It would bring you an immense amount of newspaper, radio, and TV publicity; it would become the subject of discussion in all kinds of organizations and public forums; and it would certainly make city councilmen, county supervisors, and state legislators acutely aware of the problems and needs of libraries.

Such a study would fit in well with the movement here in the Bay Area toward closer metropolitan cooperation. Air pollution control, control of pollution of the bay, and the planning of rapid transit have already been organized on an area-wide basis. This year the state legislature may create a regional planning district at the request of the city and county governments in the nine counties.

Some progress is being made by the proposal for creating a Golden Gate Transportation Commission that would manage airports, ports, bridges, and rapid transit. (The particular proposal may not be a good one, but at least it is an indication that the businessmen who favor it are thinking of the future of the whole area.) In the past year a great many people have begun to agitate for the development of a system of large regional parks, perhaps to be administered by an area-wide district. The Governor's Commission on Metropolitan Area Problems, moreover, has recommended the creation of multipurpose metropolitan districts in each of the major urban areas of California, with regional planning as a required function of these districts.

A multipurpose district handling a certain number of area-wide functions would be preferable to several separate districts and authorities, and districts created as independent entities might someday be merged to operate as a single area-wide agency. Developments might be otherwise, but in any event increasing emphasis is going to be given to area-wide problems, area-wide needs, area-wide solutions. Since the problems of public libraries are not entirely local or sub-regional but are in part metropolitan-wide, they should be studied in the context of trends in metropolitan regional development. The results of such a study would show the needs of individual libraries and individual systems much more clearly than before. From such an effort could come a level of library service superior to that of many other metropolitan regions of the nation; and future generations of Bay Area residents could point to the study as one of the great milestones in the history of the area.

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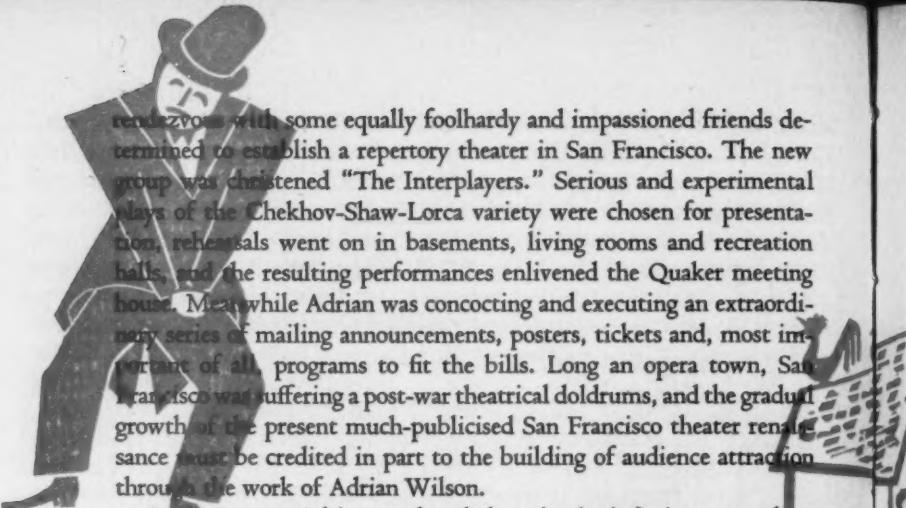
BY WM. R. ESHELMAN

One of my earliest printing memories is of Adrian Wilson, very big and very young, bending over the composing stone, and arranging the letters C-O-M-P-A-S-S in the appropriate semicircle, from which he intended to print a letterhead for the periodical of that name. It had been made clear to him why this couldn't be done in our primitive print shop, but he persisted in his defiance of the composing stick, poured plaster of Paris to hold the letters in place and when it was dry locked up his form. It worked.

That was in 1945 in a C.P.S. Camp at Waldport, Oregon, where a group of writers, artists, musicians and others interested in the arts, spurred on by the poet William Everson (now Brother Antoninus), had gathered to learn from each other and produce what they could in the time left over after their 48-hour work week planting trees for the U. S. Forest Service's reforestation project. Besides the *Compass*, their productions included a literary magazine, *The Illiterate*, a number of books of poetry over the imprint, The Untide Press; plays, chamber music concerts, paintings and handcrafts.

Adrian Wilson is among the notable "alumni" of "The Fine Arts at Waldport," and the incident described above captures some of the qualities which have characterised his success: the placing of design above technical difficulties; the search for typographic form to suit the content; the experimental and inventive attitude; and the full exploitation of the medium.

In 1946, with his wife, the actress Joyce Lancaster, Adrian kept a



rendezvous with some equally foolhardy and impassioned friends determined to establish a repertory theater in San Francisco. The new group was christened "The Interplayers." Serious and experimental plays of the Chekhov-Shaw-Lorca variety were chosen for presentation, rehearsals went on in basements, living rooms and recreation halls, and the resulting performances enlivened the Quaker meeting house. Meanwhile Adrian was concocting and executing an extraordinary series of mailing announcements, posters, tickets and, most important of all, programs to fit the bills. Long an opera town, San Francisco was suffering a post-war theatrical doldrums, and the gradual growth of the present much-publicised San Francisco theater renaissance must be credited in part to the building of audience attraction through the work of Adrian Wilson.

At the outset, Adrian produced these intriguing pieces on a borrowed press by arrangement with its owners, a group of merchants who acquired it for the occasional issue of a broadside or their literary periodical, *The Ark*. Paper for the programs and announcements was begged from the scrap and trimming pile of The Grabhorn Press and one or another of the Interplayers acted as a stand-in for the man which the press never had.

In 1947, on the same press, Adrian printed his first book, a volume of poetry by Hyman Swetzoff, published by Bern Poore, entitled *Ins/Outs*. Concurrently he printed a set of poems for James Brownson called *Songs for Certain Children* on colored construction papers, employing old stock cuts and, for the covers, original children's paintings, commissioned from his wife's nursery school. After working briefly for a music printer, Adrian joined Jack Stauffacher at the Greenwood Press. Together they produced Eric Gill's *And Who Wants Peace?* in a monumental format on handmade paper with Gill's Perpetua type handset; *Mining and Hunting in the Far West, 1852-1870*, a Fifty Books of the Year choice; and *The Religion of No-Religion*.



When in 1950 The Interplayers acquired its first playhouse, at Hyde and Beach Streets, Adrian moved a small Challenge Gordon platen press into the lobby, where the audiences could watch its programs being printed before curtain time. Soon a Colt's Armory Press supplanted the Gordon and a Washington Hand Press was added for historic color, only to give way to a Kelly B Automatic Cylinder Press. Some fifteen books were produced in the lobby, ranging from *The Coppa Monds* for The Book Club of California to *The Scholar Dunce* for Swetzoff, by then removed as a galleryman and occasional publisher to

Boston; from *Picasso, Painter and Engraver* for the international manuscript and book dealer Erwin Rosenthal to collections of verse and ghost-written ghost stories, issued under the imprint Adrian Wilson, Printer at the Sign of The Interplayers. At the same time the University of California Press began commissioning book designs (an association which continues to the present) for equally diverse titles such as *Herman Melville, a Biography*, one of the Fifty Books of 1952, *Napoleon and the Dardenelles*, an AIGA Text Book Show selection, and *The Self in Psychotic Process*. Many of these books, when they were printed in the West, were selected for the Western Books shows.

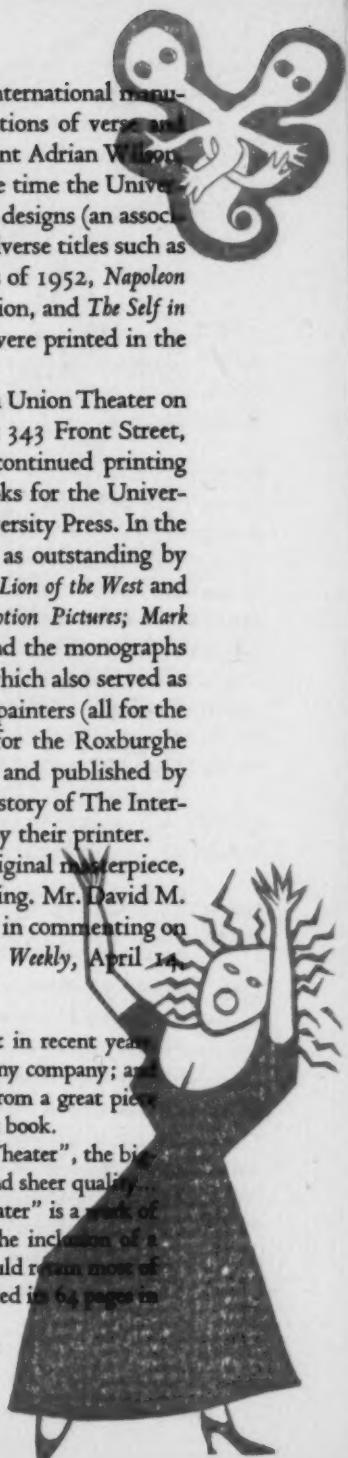
In 1954 The Interplayers moved to the old Bella Union Theater on Kearny Street and Adrian set up his equipment at 343 Front Street, in the center of the printing district. There he continued printing books, playbills, catalogues etc. and designing books for the University of California Press as well as the Stanford University Press. In the next four years the following books were selected as outstanding by the juries for the Western Books exhibitions: *The Lion of the West* and *The Fisherman's Cat* (both for Stanford); *Electronic Motion Pictures*; *Mark Twain of the Enterprise*; *The Ureterovesical Junction*, and the monographs *Morris Graves*, *Hans Hofmann*, and *Arthur G. Dove* which also served as the catalogues for the national exhibitions of these painters (all for the University of California Press); *Bully Waterman* (for the Roxburghe Club); Weldon Kees' *Poems 1947-1954*, printed and published by Adrian Wilson; and finally *Printing for Theater*, the story of The Interplayers' programs, written, printed and published by their printer.

With *Printing for Theater* we come to Adrian's original masterpiece, a most notable contribution to the art of book-making. Mr. David M. Glixon, former chairman of the Trade Book Clinic, in commenting on the AIGA Fifty Books Show of 1958 (*Publishers' Weekly*, April 14, 1958) had this to say:

My impression is that the current show is the best in recent years. Nearly half the selections would be outstanding in any company; and five of them provide that glow of pleasure you get from a great piece of acting, a favorite painting—or that almost perfect book.

Here are the five that "send" me: "Printing for Theater", the biggest thing in the show for page size...imagination, and sheer quality...

In both design and production, "Printing for Theater" is a work of art. While its great size is functional, permitting the inclusion of a score of tipped-on theatre programs, this volume would retain most of its beauty even if you cut the format by a third, printed in 64 pages in



just two colors on less costly stock than handmade Tovil, and bound it in standard cloth instead of in handwoven Belgian flax. His brilliant use of Stem, el' Trajanus display type with Caslon Old Style text (see p. 22), his unconventional layout, his impish yet purposeful disposition of illustrations—they all help to add an authentic and exciting masterpiece to the roster of American books. (End of rave; see it for yourself!)

The following year the Wilsons and their daughter spent in Europe, he visiting printers and designers, working with the Cambridge University Press and delving into the typographical history of the playbill, and Miss Lancaster attending the theater and studying French. Upon their return to San Francisco, Adrian set up a studio for book design and sent out an announcement. This promptly brought commissions from several publishers across the country, among them The University of Chicago Press whose *Greek Sculpture*, designed by Adrian, received the top rating in the Chicago Book Clinic Exhibition this year, one of four of his designs selected.

A recent choice for the Fifty Books of the Year is *The Sunset Cook Book* (Lane book Co.), also chosen for the Western Books show. Two recent titles of The Limited Editions Club are Adrian Wilson designs, *The Romance of Travel and Land*, and Conrad's *Nostromo*. The latter was printed in San Francisco by Taylor & Taylor (see the insert in the July 1960 *California Librarian*) and, lamentably, is the last book to be produced by that famous house.

Currently, Adrian's course at the San Francisco Art Institute in "Design for Books and Printing" is part of the summer session curriculum. His studio-printery is involved in the production, for The Book Club of California, of *My First Publication*, a compilation of accounts by eleven California authors of their first appearances in print, edited by James D. Hart. *The Oresteia* of Aeschylus for the Limited Editions Club is in process at the Press of A. Colish, Mount Vernon, N. Y., printer of some of Bruce Rogers' most noble volumes. Design for *The Spice Islands Cook Book* has just been completed, as well as *The First Century at the University of Washington*. Further investigation of the history of the playbill, French *édition deluxe* production and the typographical conference at Lurs, in southern France, will probably take Adrian Wilson abroad again in the summer of 1962. The exchange of ideas, stimuli and methods in the world of book-making on the international level has become a major concern. We await with anticipation the books which will result.



President's Message

by PETER T. CONMY

WHEN THIS MESSAGE reaches the members of the association, July 1st will have passed and the first half of this year will be over. Acting as President of CLA during these six months has been both challenging and rewarding. In this period each of the six districts held its annual meeting and all are to be congratulated on the fine tone of their programs. All of them were outstanding.

Senate Bill No. 789, the Public Library Services Bill, was recommended favorably by the Senate Education Committee but was rejected by the Finance Committee. A great deal of fine, co-operative effort went into the campaign to put this bill over. It is apparent that it will have a better chance at the 1963 session. At that time, however, two things will be necessary. First, members of CLA must work harder; and, second, there must be a further educating as to its true meaning both within the profession and the legislature. To this end and purpose, I am planning to write a pamphlet, *The Public Library and the State*, and this should show the basic relationship of the library to the state. In the meantime, the address on Regional Planning, delivered by Dr. Mel Scott of the University of California at the Golden Gate District Meeting, has been mimeographed and sent under my signature to all members of the legislature.

On June 12th and 13th, I attended the Governor's Workshop for Library Trustees, and the prestige of the institution was enhanced greatly by this second state-sponsored conference.

On May 30th, the Board of Directors of CLA met, and considered the report of the Committee on Constitution and By-laws. The revision with slight change was adopted as recommended by the committee.

Each day brings the realization that there is so much more to be done. This becomes more apparent as each day brings librarianship into a focus of greater importance. School, college and special libraries are multiplying, and the public library not only multiplies but increases in prestige as an educational institution. State aid is only one goal. There must not be forgotten certification and better standards of recruitment and professional training.

Now, all look forward to the annual conference to be held in Oakland, October 31st through November 4th. Headquarters and most meetings will be at Hotel Claremont, but the opening reception will be in the newly constructed Kaiser Center, and one banquet at historic Jack London Square. Reports of the chairmen of sections, committees and round tables indicate that inspiring addresses and profitable discussions await your attendance then.

Until conference time let us carry on, never failing to advance our common professional cause here in California.

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The Library and Oral History

by DOYCE B. NUNIS, JR.

*Here I end this reel.
Box three, spool five.
Perhaps my best years are
gone. When there was a
chance for happiness. But
I wouldn't want them back.
Not with the fire in me now.
No, I wouldn't want them back.*

WITH THESE WORDS, Samuel Beckett ends his one-act play, *Krapp's Last Tape*. Stage directions call for Krapp to sit "motionless staring before him" as the curtain descends, while "the tape runs on in silence." Krapp, his tape-recorder and taped memoirs are the characters in this remarkable modern drama. The tapes are his other self; his captured memory of bygone days; they are his "best years." He has access to them, even though he may not "want them back," for he has recorded them as events happened. Instead of a written diary, he has an "oral diary" to refer to.

Beckett, by casting a tape-recorder in an important role in his short play, sharply focuses for us the versatile use which can be made of this modern invention. The playwright literally co-stars the tape-recorder in his doleful drama. In so doing, Beckett adds new dimension to the use of the tape-recorder for the theatre.

This is not meant to imply that the theatre has not already discovered the tape-recorder. It has previously been used as a technical device in such Broadway productions as *The Bells Are Ringing*, *The Diary of Anne Frank* and *The Miracle Worker*. The tape-recorder has found theatre service for sound and off-stage effects; speech correction and the learning of cues by actors; an instrument for diagnosis in a post-performance director's cast critique; and perhaps more significantly for preserving for posterity a live performance. Who among us would not welcome a recording of Booth, Duse, Mrs. Siddons or Joe Jefferson?

The tape-recorder has also been discovered as a valuable field instrument for the ethno-historian and anthropologist, be it in recording native songs or dialects or legends. No less a person than Charles F. Lummis pioneered in this area when only the gramophone-recorder was available. Had he had a portable tape-recorder, think of the additional materials he could have preserved in his efforts to conserve the folk music of the southwest.

Educators have found in the tape-recorder a handmaiden to teaching. This is particularly true of the "performing" subjects such as speech, drama and music. In such subjects the tape can function as a self-critic. More importantly, the tape-recorder has revolutionized the teaching of foreign languages. So great has been its applied use in this area that even Congress has been disposed to appropriate funds for the construction of school language laboratories.

In the world of business, the tape-recorder has proved its worth. For example, the telephone company uses recorded tapes in many of its business dealings with subscribers: "This is a recording. Make sure you are dialing the correct number." "The time is. . ." Such applications have lifted telephone operators above the level of parrots.

One field, however, seems to be rather oblivious to what the tape-recorder can do for it, namely, the library. The library, ironically, stands to gain the most from the use of this modern invention. In truth, the tape-recorder should find a welcome haven within the library community. Its potential has hardly been envisioned. One could argue that the tape-recorder has found a useful place in recorded books for the blind. Granted, but this is the more obvious use. What can be argued? There does not exist in the United States a trained Oral History librarian.

II

Oral History can be succinctly defined: "historical research among the living." The means to that end is the tape-recorder. And it is the historian who has been the pioneer.

H. G. Wells's *The Time Machine* was recently presented on the screen. The script invented the "talking rings" as a way to explain the events seen by the "Time Traveller." These "talking rings" recorded the history of the disastrous events leading to the decay of civilization found in Wells's "fourth dimension." In the original short story, the "Time Traveller" found books, but they were crumbled dust. In the film he found answers for his questions in the recorded "talking rings."

Oral History has much the same function. It can help to explain the time in which we live by gathering information from the living and active participant. Oral History can serve a worthy function: it can preserve the past and present for the history of the future. Such an enterprise should be a library function, for Oral History is in substance another form of book and manuscript: it is just as precious and should be just as carefully prepared, serviced and shelved.

In 1955, the University of California launched the first systematic attempt in the state for the preservation of *living history*. This act of historical conservation among the living is more frequently called Oral History. Today, both the Berkeley and Los Angeles campuses have active Oral History programs in operation. At both institutions, Oral History has been made a concern and responsibility of the University Librarian. This policy, namely that the University Library shall house and operate the University's Oral History program, distinguishes the California approach to this latest of library acquisition methods.

The idea of Oral History is simple: to accumulate through personal interviews a collection of intimate memoirs that would not otherwise exist. The guiding spirit behind this recent movement was Allan Nevins, DeWitt Clinton Professor of History, now emeritus, of Columbia University. (At present, Mr. Nevins is Senior Research Associate, Huntington Library.) As early as 1935 Nevins discussed the idea of Oral History with the late Dean Edwin F. Gay of Harvard and others. In the preface to his *Gateway to History*, published in 1938, Professor Nevins wrote:

Once historical study in America was tremendously alive. If it were as alive today as it should be, we would have in this country . . . some organization which made a systematic attempt to obtain, from the lips and papers of living Americans who have led significant lives, a fuller record of their participation in the political, economic, and cultural life of the last sixty years. . . .

Californians will recognize in Mr. Nevins' words the ghost of a pioneer historian in such an enterprise—Hubert Howe Bancroft. Turning to Bancroft's *Literary Industries*, which devotes considerable attention to the acquisition of historical materials used in preparing the *Collected Works*, one finds the historical antecedent. Bancroft employed a number of assistants and sent them out into the field to "pioneers and to all likely to possess information" to collect from their lips what information they could. This was taken down in longhand and added as a manuscript source to Bancroft's library. Here was a systematic attempt; here was the interview technique; here was the fundamental idea of Oral History. As to the merits of Bancroft's enterprise one need only look at the richness those dictations have added to the history of California.

Thus when Professor Nevins undertook his first interview in May 1948, he was reviving for our generation a research method designed by H. H. Bancroft. Professor Nevins had the same objective and used the same technique, witness the fact that Nevins' first interview was recorded in longhand by a graduate student. But here the similarity ends.

III

The advent of the tape-recorder has provided the collection of living history with a modern means that is both facile and accurate. This versatile machine makes interviewing easier and transcription letter-perfect. The tape-recorder may well prove to be one of the most important inventions for the library since the invention of microfilm.

To find support for this view—look around you. We live in an age that is undergoing a major revolution in personal communication. Prior to the advent of the telephone and jet aircraft, communication took the form of written correspondence. When one took a trip, a journal of events of that voyage was sometimes written. It was in the past common practice to keep a personal diary. These written manuscripts, so highly prized by the librarian—correspondence, journals, diaries—formed the primary corpus for historical investigation and research. Manuscripts have been the very heart of scholarly pursuit.

But this written corpus of manuscripts is dwindling, if not actually vanishing. The telephone equipped with direct-dialing is becoming the accepted means of personal communication. The typewriter proved a boon to intimate correspondence (not to mention the research scholar because of its readable text); the telephone is proving to be a bust. Advertisements read: "Why write when your loved one is just as near as the phone!"

Time magazine's book critic, in reviewing volume III of *The Papers of Benjamin Franklin*, February 10, 1961, acidly commented: "[The reader] may even reflect that had Franklin got around to inventing the telephone, as well he might have, most of the fascinating odd bits [in this volume] would have disappeared without trace into the instrument." Writing in the *New York Times*, March 8, 1961, James Reston pointed out the vivid and unrecorded use to which the conference phone is being employed to influence legislators in Washington. The telephone is much safer than the written page! All one has left is the bill.

Who, today, does, or for that matter could, keep a journal while traveling? New York City is a bit over four hours away; London is less than ten. Jet aircraft make this possible. What will rocket travel do? What will be the effect on written journals? The answer would appear self-evident. Such a journal might read:

"Flight to London by BORC [British Overseas Rocket Corporation]. Left L.A., 9:01 a.m. via Douglas Rocket XXX-AA-I. Blast-off Aok. Full passenger load. Smoked a cigarette. Landed London, 9:16 a.m. Flight normal; landing a bit rough—one booster fizzed out. London foggy." MSS, written on fly of ticket envelope. UCLA Library, Department of Special Collections. (Written while awaiting customs inspection.)

As for keeping a diary—this is *passé*. The diarist is disappearing in our generation. Former President Eisenhower is a superb example: he admits he never kept one. Indeed, who has the time?

Not to exaggerate, the future of manuscripts (and their repository in libraries) as a primary corpus for scholarly research would appear bleak: we shall have naught but telephone bills; travel journals on the back of ticket envelopes and the stubs of airplane (or rocket) tickets! These, indeed, will be special collections.

IV

Taking into account the contemporary revolution in communication, coupled with the harried and hurried age in which we live, few people will ever have or take the time to sit down in leisure and write their memoirs. (Notice the number of books appearing in print with the subtitle—"As told to----.") Oral History can compensate for this void being created in our historical resources. It can serve well.

The technique of Oral History is built around carefully prepared interviews. These interviews are tape-recorded, then transcribed into typescripts, edited and indexed. When bound, these recorded documents, obtained from the lips of living persons who have made some significant contribution to our community or nation, are placed in restricted reference facilities for the use of research scholars.

The intrinsic value of these source documents has already proved of enormous worth, particularly to historians. Columbia's accumulated Oral History documents have been consulted by such distinguished scholars as Merle Curti, Frank Friedel, Oscar Handlin, George F. Kennan, Arthur M. Schlesinger, Jr., to name a few.

The growing number of recorded manuscripts in the University of California will prove of equal worth. The local, regional and national historian will find much of value in the increasing number of transcribed manuscripts. Recently, Corinne L. Gilb of Mills College (formerly head of the Berkeley Oral History program), in her article, "Justice Jesse W. Carter, An American Individualist," published in the *Pacific Historical Review* (May 1960), utilized a Berkeley manuscript for source material. *The California Historical Society Quarterly* (March 1961) published Henry James Forman's recollections of Gertrude Atherton, a memoir captured by the UCLA Oral History program. As the UC collections multiply, so will their use by student, scholar and publisher.

Recognizing the value of Oral History, cognizant of its present and future potential, the University of California has established permanent programs on the Berkeley and Los Angeles campuses. This is a marked stride forward for Oral History as a library function. The Columbia University project has relied on sustaining foundation grants for its operation and has suffered by being a library step-child. The University of California programs are being integrated as a library service.

Several local endeavors in Oral History programs have also proved of service to the cause of history. The San Diego Historical Society has recorded early San Diegans. Benjamin F. Gilbert in preparing his centennial history of San Jose State College (1957) relied heavily on the tape-recorder as a research tool.

Arthur B. Friedman, associate professor of Theatre Arts, UCLA, working independently of the UCLA Oral History project, is conducting a one-man effort to capture on tape the voices and personalities of pioneers and contemporaries of the theatre and motion picture. He has taped interviews with Mary Pickford, Harold Lloyd, the late Mack Sennett, Chester Conklin, Buster Keaton, and other film celebrities. His interviews are indexed and cross-referenced in the Library of Congress (which acts as a repository for the tapes) and are also available at the UCLA Library.

A number of other institutions of higher learning have launched more specific and limited projects. Tulane has been working on the history of New Orleans jazz; Michigan hopes to record the history of the United Auto Workers; Virginia Military Institute has established an Oral History office to interview associates of the late General George Marshall; Colonial Williamsburg taped its own history.

But in none of the cited examples has there been undertaken a permanent and systematic program designed as essentially a library function. The University of California is the exception.

Time and circumstance will undoubtedly make California's planned approach the rule. But in insure that end, the preparation of trained librarians in Oral

History will be demanded. One of the basic weaknesses in all current Oral History programs is the lack of professional librarians working on this new frontier of library service. The UCLA School of Library Service anticipates the preparation of librarians in this new field. Let us hope that other schools will follow this lead. The time is now; the concern is urgent.

Only through Oral History projects can today's history be sought from the people involved before they have "taken their memories into death's dateless night." In this age of revolution in personal communication, the library and librarian must share in this responsibility and duty to preserve our national heritage. It can be done; it must be done. Tomorrow will be too late.

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The Legal Basis of Certification in California

by PETER T. CONMY

IN THE PAST THREE DECADES the literature of American librarianship has contained numerous articles, reports and studies on the matter of certification of librarians. These have been concerned with the respective connotations of "certification" which are three in number and are defined herewith. In England the term indicates completion or attainment of professional training. In the United States an earlier conception envisioned a national certification plan which would distinguish those professionally trained. This view is not potent currently and has given way to the concept of certification as official licensing by a state of those professionally trained and competent. Upon this basis tax supported libraries under the jurisdiction of the state, or its agencies and/or subdivisions may then hire licensed librarians for professional service. It is with this third definition of certification that the present article is concerned. A review of expressions on this subject by librarians indicates that the best professional thought favors certification as a condition precedent to the employment of professionals in public libraries. One of the strongest endorsements of certification came from Joeckel who wrote

The way out, both from the evils of civil service itself, and from the evils resulting from the lack of it, seems to lie in the direction of the certification of public librarians on a plan similar to that generally required for teachers. The success of certification schemes in New York and Wisconsin is sufficient evidence of the soundness of this conclusion.¹

II

In the nineteenth century two plans for assuring the competency of employees of government were developed. One of these is civil service; the other is certification. Civil service had its inception as a reform measure. It was designed to prevent the appointment of incompetent persons as a reward for electioneering or other contributions to the successful candidate or party. Its principal devices were the examination, the probationary period, and tenure during good behavior and competent and efficient service.² Starting in the Federal government with the passage of the Civil Service Act in 1883 the movement extended itself both downward into state, county, city and district governmental units,

¹Carlton B. Joeckel, *Government of the American Public Library* (Chicago: University of Chicago Press, 1935) p. 214.

²For a short history of the development of civil service in the United States see H. Elliot Kaplan, *The Law of Civil Service* (New York: Matthew Bender & Co., 1958) pp. 1-30.

and horizontally into all sections of the country.³ In its early years the chief aim of civil service was recruitment, but later it extended itself into the field of personnel management competing with appointing authorities in the control of the employee. Of course, civil service did not embrace all classes of positions at first but the general trend has been its expansion into more and more areas on all levels, local, state and national.

One segment of government which civil service did not penetrate is education. In this field assurance of competency was and is secured by certification. In earlier decades teachers were granted certificates to teach on the basis of examinations, but later educational qualifications were added, and finally the state itself established standards for obtaining a certificate, which standards are met not by examination, but by the completion of prescribed courses both academic and professional in accredited teacher training institutions. In California, teachers' certificates were granted after an examination by lay boards of education down to 1860.⁴ In that year the county board of education was created for the purpose of conducting examinations for certificates, and the county board by law was composed of holders of certificates, thus placing the examination process in professional hands. By virtue of amendments voted in 1880, the State Board of Education for high school teachers, and the county boards for elementary, were authorized to issue certificates without examination to the graduates of the state university and state normal schools respectively.⁵ In 1945 those provisions of the law permitting the obtaining of certificates by examination were repealed, and now all teachers in California receive credentials through training institutions that offer the subjects required by the State Board of Education.⁶ It will be noted, therefore, that an evolution from certification after examination to certification upon completion of a required course of study has taken place, while civil service generally has lagged behind, adhering to its traditional system of examinations.

The state also has seen fit to establish standards for practicing certain professions and occupations, which touch the public health, welfare and morals. Hence universally physicians, dentists and lawyers must hold official licenses, and this policy has been extended in most states to include among others barbers, embalmers, nurses, cosmetologists, architects and public accountants. This list is not exhaustive and the trend is toward increasing the number of special occupations for which a license is required.⁷

³The Federal Civil Service law of 1883 is known also as the Pendleton Act. It was signed by President Arthur January 16, 1883.

⁴Statutes 1860, pp. 325-26.

⁵Statutes 1880, p. 42. Certificates had been given a life of six years, and a provision for life diploma by legislation enacted in 1865-66. Statutes, 1865-66, pp. 404-405. This is now *Education Code*, Section 13104.

⁶*Education Code*, Section 12376, formerly *Political Code*, Section 1771, has been repealed. The State Board of Education under *Education Code*, Section 13104 does have the power to examine applicants for credentials, but the provision is not followed as applicants qualify through the teacher training institutions.

⁷For occupations subject to license in California see the *Business and Professions Code*.

As Shores pointed out, the American Library Association has been more concerned with developing standards for training for librarianship than in seeking legislation looking toward certification as a prerequisite for hiring. As a result little emphasis has been placed in recent years on national certification, although librarians generally appear to favor it. Because of the particular composition of government in the United States the state appears to be the level upon which certification might best function. After considering the British system Shores reaches this conclusion:

In view of these considerations it appears to the writer that national certification in the United States of professional librarians must come not through federal government action but through increased professional influence on training agencies and on state certification agencies. This influence should follow American historic lines rather than the "British" direction.⁸

American historic tradition. The state as the unit. In back of the statement of Shores is the recognition that the Federal government is one of delegated powers, and the balance of power resides in the sovereign state. This is emphatically so not only as a matter of law but also because of the realities of the situation. The states have established state libraries. The states have authorized county libraries. The states have legalized the operation of public libraries by their cities whether functioning under the home rule charters as in California or otherwise. The resultant situation sees tax supported libraries on all levels of government within the states. Traditionally, therefore, as well as legally, the public library exists under the states, and certification, if it is to be, likewise must come on that level.

American Public Librarianship: Civil Service versus Certification. Notwithstanding the large number of public libraries that exist in civil service systems (and this is especially characteristic in California) librarians generally do not favor it either as a means of selection or of personnel management, and tend to desire a system of certification. The observation made by Kaiser in 1935 would appear to be as valid now as a quarter century ago, "As for civil service in particular, I think it may be fairly said that the system of municipal civil service as applied to the public libraries has on the whole been a handicap rather than an advantage in the improvement of personnel conditions in libraries."⁹

There are many reasons why public librarians generally oppose civil service. One is the examining system itself, for the fact of the matter is that it is practically impossible to construct a valid test. A test is so considered only when it measures what it is supposed to measure, and reliable only to the extent that it accurately measures what it does measure.¹⁰ In addition the establishment of lines of promotion by persons outside of the profession, their determination

⁸Louis Shores, "Qualifications of Personnel: Training and Certification," *Library Trends*, III (January 1955) 274.

⁹John B. Kaiser, "Government Service—Library Personnel Problems," *Library Journal*, LX (June 1, 1935) 15.

¹⁰G. M. Ruch and George D. Stoddard, *Tests and Measurements in High School Instruction* (New York: World Book Co., 1927) pp. 48-51.

of eligibility standards, and their portion of personnel management, are features which detract from the professional aspects of librarianship. Against this they prefer certification and its advantages have been aptly described by Belsley:

In company with several other professional groups, librarians have sought to improve personnel standards through certification. The certification movement has spread with such rapidity that, at present, only thirteen states have no such plans. In the other states, certification programs vary greatly with respect to their compulsory nature, and the library positions affected. However, the trend appears to be in the direction of compulsory certification for all classes of librarians.

Many advantages adhere to a certification plan. It gives to librarians a definite professional status. A certificate becomes a mark of achievement, and the possibility of revoking it is a sanction for the observance of a professional code of ethics. In addition a certification plan enables municipal officers and library authorities to know, in a measure, what they are getting in the way of the technical ability of their appointees. Like a university degree or diploma, it attests the knowledge of certain techniques important in the profession. Moreover as such it is a guarantee to the public that it is employing reasonably qualified people in its library service. It is a method of insuring a certain minimum standard of performance.

Some authorities in the field of library administration are of the opinion that certification is the solution of all the problems involving personnel standards in their profession. They regard certification as an adequate substitute for formalized civil service procedures, to which they are frequently hostile. . . .¹¹

The above quotation presents the advantages of certification as seen by librarians. They might be examined and discussed in detail and expanded. The purpose of this article, however, is not to present the arguments for and against certification but to analyze the legal potentialities allowing its adoption in California.

III

It appears that a bill providing for certification for public librarians was introduced at the 1937 legislative session by Hon. Raymond D. Williamson, an Assemblyman from San Francisco. This measure, Assembly Bill No. 1648, died in committee. That bill exempted from its provisions the professional employees of cities having a population of less than 3,000. There seems to have been considerable doubt about the validity of that bill, and in some quarters there were suggestions that, if passed, it would have been contrary to the provisions of the *California Constitution* relating to home rule cities. It is not necessary to discuss that matter, however, since the Williamson Bill was not enacted, and what interpretations might have been placed upon it in 1937 would not necessarily hold good in 1961, almost a quarter of a century later. The legal possibility of certification in California must be considered in the light of (1) the state's relationship to the public library as an educational institution, (2) the state's current requirements for certification of librarians, and (3) the relationship of certification, if adopted, to existing civil services.

The state's relationship to the public library as an educational institution. A quotation earlier was made from Joeckel who advocated the certification

¹¹G. Lyle Belsley, "The Librarian as a Public Servant" in C. B. Joeckel, ed., *Current Issues in Library Administration* (Chicago: University of Chicago Press, 1939) pp. 274-75.

principle for public libraries. He recognized, however, that in order to have a statewide system of certification it would be necessary for the state to recognize the library as an educational institution. He wrote in a letter to John B. Kaiser as follows:

Finally, I am quite thoroughly convinced in my own mind that certification of librarians on a statewide basis is the ultimate and final hope of the public library in this respect. You understand, of course, that certification of this sort raises the whole question of the legal position of the public library as a state or local function. The sooner the library can approach the present system of certification for teachers, the better off we shall be. I certainly believe that every state should work for the passage of an adequate certification law for librarians which will be effective in all kinds of public libraries throughout the state.¹²

That the public library must seek recognition as an educational institution is an opinion not restricted to the advocacy of Dr. Carlton B. Joeckel. The very nature of the institution itself, and the changes in its course which modern America is imposing upon it, indicates that what was thought of as a depository of books two generations ago, is emerging as a true division of education in this country. Ernestine Rose writes:

One of our oldest civic institutions, supported by the people and belonging to them, with stores of learning and open doors for their use, the public library should hold and be expected to maintain a position co-ordinate with school and college as a public agency to which the people should be able to look with confident expectation for information, for inspiration and for leadership in their continuing efforts to educate themselves for and through life.¹³

But it is also true that the public library can reach the highest point of success in this field of opportunity only if its policies and methods of procedure are based on an educational philosophy and its objectives trained toward an educational end. Yet neither philosophy nor objectives can be lifted bodily from the field of academic educational thought. They must be adapted to the uses of the adult mind and personality and bounded by the capacities of the library.¹⁴

The last few sentences in the above quotation indicate that in Ernestine Rose's opinion the library is not to duplicate the school, but is to develop into an educational institution *per se*. She leaves room for much growth, progress and change in the near future. In California that evolution has taken place to such an extent that in 1959 the legislature did recognize the public library not only as an educational institution but as an ancillary part of the system of public education. Section 27000 of the *Education Code* enacted in that year contains the following pertinent language:

The Legislature further declares that the public library is a supplement to the formal system of free public education, and a source of information and inspiration to

¹²J. B. Kaiser, *op. cit.*, p. 16.

¹³Ernestine Rose, *The Public Library in American Life* (New York: Columbia University Press, 1954) p. 126.

¹⁴*Ibid.*, p. 178.

persons of all ages, and a resource for continuing education and re-education beyond the years of formal education, and as such deserves adequate financial support from government at all levels.

By Education Code 27000 the State of California has made the public library a matter of state concern. The pronouncement of the state has gone no further than this, and libraries are being operated by the municipalities as heretofore. The state at any future time may extend its concern to the extent of directing policies to be pursued in the libraries under cities. It should be noted that the first public schools in America antedated state legislation, but eventually the control by the town was subordinated to that of the state. The first public school in California was opened in San Francisco in 1847 pursuant to action taken by the town council.¹⁵ This school, owned and operated by the city, came under the provisions of the first state school law enacted in 1851.¹⁶ The fact that a state has failed to exercise a power does not extinguish the right of the state to act. Insofar as the public library officially is a supplement to the California system of public education, the state has a right to say what manner of person shall function within it. How shall he be trained? What experience shall he have? What moral or physical standards shall he meet? What personnel conditions shall be part of his contract? These are matters with which the state properly may be concerned, if it so desires.

It will be noted that certification of teachers was left at first to lay boards, then to boards composed of professional educators, and finally became a matter under the control of the state acting through the State Board of Education and its Commission on Credentials. Certification of librarians in public libraries in California now would appear to be possible if the state exercised its power by the enactment of a certification law. In so doing the state would not be interfering with the management of chartered cities, but on the contrary would be exercising its plenary power over an educational institution.

The state's current requirements for certification of librarians. When the County Library Law was enacted in 1911 it provided that a county librarian must hold a certificate issued by the Board of Library Examiners.¹⁷ This is an ex officio body consisting of the State Librarian, the City Librarian of Los Angeles and the City Librarian of San Francisco. The Board up to this time has followed the policy of issuing certificates to those who have qualified through examination; it does not have to follow this procedure necessarily, however, for the law reads, "The board shall pass upon the qualifications of all persons desiring to become county librarians, and may, in writing adopt rules

¹⁵On October 11, 1847 the committee of the Town Council contracted for a schoolhouse of one room. On February 23, 1848 a Board of School Trustees was elected. On April 8, 1850 the Town Council adopted an ordinance providing for a public school.

¹⁶Statutes, 1850-51, p. 491.

¹⁷The County Library Law was enacted originally in 1909 (*Statutes* 1909, p. 81). This was repealed and a new law enacted in 1911 (*Statutes* 1911, p. 80). Under the 1909 law the written endorsement of either the State Librarian, or the Librarian of the University of California, or the Librarian of Stanford University was required.

and regulations not inconsistent with law for its own government, and for carrying out the provisions of this chapter."¹⁸

It would appear that the Board of Library Examiners might issue certificates on the basis of training and experience, if in the judgement of the body that were found desirable. Education Code Section 27202 requiring that the county librarian hold a certificate, applies to that officer only, and not to the librarians on his staff. As certification already exists as a prerequisite for serving as a county librarian, any general certification law for librarians would be in effect a downward extension of the existing provisions.

In 1917 the *Political Code* was amended to provide that no one might serve in excess of two hours a day as a librarian of a high school library unless he held either a high school teacher's certificate, or a special teacher's certificate in library science.¹⁹ At the same time Section 1771 was added to that code providing for a special credential in library crafts.²⁰ In 1945 the minimum standard for a special credential in librarianship was raised to include a bachelor's degree and such special training in library science as might be required by the State Board of Education.²¹

IV

The State of California currently requires certification by the Board of Library Examiners for employment as a County Librarian, and by the State Board of Education for employment as a school librarian. A general certification law for public librarians would tend to integrate the existing legislation and promote a true professional relationship for those engaged in this educational activity.

Relationship of certification to civil service. The Williamson bill introduced in the Assembly on January 21, 1937, and referred to above, purported to require certification for all professional librarians in public libraries in cities having population over 3,000. The bill failed to come out of committee and there was doubt as to whether, if enacted, it would have prevailed in cities operating under home rule charters. The bill was drafted by the Committee on Standards of the California Library Association of which John B. Kaiser, the Librarian of Oakland Public Library was a member. At his request the measure was reviewed by the office of the City Attorney and under date of November 11, 1936 he received an opinion from Hon. Homer W. Buckley, Assistant City Attorney and now Judge of the Oakland-Piedmont Municipal Court. Judge Buckley believed that the bill, if enacted into law, would not apply to chartered cities. It was his thought that employment by the city was a municipal affair and not a matter of state concern, and he cited the case of *City of Pasadena v. Charleville*, but at the same time he wrote "The question as to whether a library is or is not a municipal affair has not been squarely presented in this state as it has in several other jurisdictions."

¹⁸This is now *Education Code*, Section 27252.

¹⁹*Statutes*, 1917, p. 1315.

²⁰*Ibid.*, p. 1317.

²¹*Statutes*, 1945, p. 2284. This is now *Education Code*, Section 13143.

With Judge Buckley's 1936 opinion the present writer concurs as of 1936 but not as of 1961. In the twenty-five years which have intervened the library has assumed a more definitely educational role and the pronouncement found in Education Code 27000 declares it to be such. It should be pointed out that the Williamson bill provided for certification of librarians through the Department of Professional and Vocational Standards. This, of itself, weakened the proposal because it grouped it with various non-educational occupations, whereas it should have been an amendment to the library laws of the state. The *Education Code* (which now includes the library laws) was not enacted until 1943, and any future bill proposing certification should be drawn as an amendment to that code. The state having declared the public library to be a supplement to the system of public education, the qualifications of professional librarians become a matter of state concern.

However, even if the state enacted a certification law for public librarians, the civil service provisions of a charter might still be effective as a means of recruiting. In such cases, where the city charter provided exclusively for competitive examinations only holders of appropriate certificates would be examined and none but them could be appointed. Whether or not still the civil service provisions of city charters would prevail in whole or in part would depend on the wording of the state certification law on the one hand, and a specific city charter on the other. Some of the larger school districts, although completely removed from civil service, do select their teachers after competitive examination, but, of course, only holders of certificates are examined and/or employed. Eventually as the public library grows in size and importance, and also as an educational institution, its government may be separated entirely from the municipality and it may operate as a distinct corporation such as the schools. Under such a plan of organization, municipal civil service would have no relationship to public libraries. This, of course, has no bearing on the legal aspects of certification under the present laws in California.

V

A review of data both historical and legal appears to justify the following conclusions:

1. Authorities in the public library field generally and enthusiastically favor certification as a condition precedent for employment in professional positions.
2. Generally, professional librarians in public libraries do not strongly favor civil service. They accept it because it exists, but feel that it handicaps rather than assists.
3. National certification appears to be impracticable in the United States, where the state is the fundamental unit holding the balance of power.

4. Most states now have certification for public librarians, applying either in whole or in part. California's provisions are partial applying only to county librarians and school librarians.
5. Certification of public library professional employees in California appears to be legally possible now due to the declaration found in Education Code 27000 which recognizes the library as an adjunct of public education.
6. Any future bills providing for certification should be drawn as amendments to the *Education Code* and should contain a virile declaration of the state's interest in the public library as an educational institution.
7. Depending on the wording of a state certification law on the one hand, and on the provisions of specific city charters on the other, there might be some civil service along with certification, but only certified applicants could compete in examinations, or be appointed to positions.
8. The ideal results most probably would ensue if the government of the public library were separated from that of the municipality, along the lines of school government and administration.

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MITCHELL OF CALIFORNIA (*continued from page 118*)

Other library schools were being started at this time, including one at the University of Michigan in Ann Arbor. There were, and are, many parallels between the two schools, some of them dating back to Mitchell's year at Michigan, 1926/27, when, on the invitation of William Warner Bishop, he accepted a year's appointment as a full professor on Michigan's faculty. He went on a year's leave of absence from Berkeley and while he was invited to stay on in Ann Arbor, he elected to return to California.

In the year he taught in Ann Arbor, he influenced the development of the library science curriculum there, and no doubt took back with him to California some results of his association with Mr. Bishop and the other full-time teachers, Margaret Mann and Eunice Wead.

A significant addendum to the memoirs is a bibliography of Mitchell's writings prepared by Betty Rosenberg accompanied by many characteristic quotations gleaned from the articles. In the words of the compiler: "These are not Mitchell in his study contriving paragraphs of learned discourse—this is Mitchell talking, as anyone who sat in his classes or enjoyed his conversation will recognize." Two examples are quoted below.

In an article on adult education for the librarian, written in 1925, he gives this advice:

The last of the means for adult education that we recommend to librarians is that they take their own medicine, that is, do the steady, consecutive reading they recommend to others. . . . When the librarian says he has no time, I wonder what he is doing with his leisure, inasmuch as the type hardly possesses either the means or the temperament for leading a riotous life.

Another article dealing with library personnel, published in 1934, one of the most critical and constructive analyses we have of this problem, suggests what to look for in prospective library school students:

Especially in that rather elusive and indefinable combination of characteristics which we call personality we must avoid selection that will result in the reproduction of the professional personnel in our own image, since, with of course some exceptions, it has been evident that initiative, aggressiveness, scholarship, interest in the world about us, and a critical and constructive attitude toward our work are not now the outstanding characteristics of librarians as a professional group. . . . Intelligence, with which scholarship is closely tied, can never be developed as can a pleasant manner or a welcoming smile.

A Survey of Education for Librarianship in California

by PAGE ACKERMAN

SINCE ROBERT D. LEIGH'S FULL-DRESS SURVEY of education for librarianship in California was published, in August 1952,¹ there has been continuous concern in the profession about the most effective way to insure an adequate supply of well-trained librarians for the schools, colleges, universities, and public and special libraries of the state. The establishment of the new School of Library Service at UCLA in July 1959, provided one additional source of supply, but with an enrollment limited to fifty full-time students, it cannot go far toward easing the growing shortage of trained personnel resulting from California's population explosion. Librarians continue to worry about both the quantity and the quality of the candidates from whom they must choose young people who can help them find imaginative approaches to solutions of the old problems and workable answers to the new ones.

This article is a brief and somewhat superficial look at the training for librarianship offered in California's four-year colleges and universities. It includes a discussion of what library educators consider the most important unresolved problems in library education and their suggested solutions. It is based on the answers to a questionnaire sent to all appropriate four-year institutions of higher learning; those responding are listed at the end of the article. The responses have been summarized in two tables, the first showing general credential and degree offerings, the second attempting to give some idea of the nature and extent of the subject content offered at each institution.

In Table I the nine schools listed fall readily into two main categories: those emphasizing preparation for school librarianship, and those emphasizing general preparation for all types of library work. In group one (Chico State, Pacific Union, San Diego State, San Jose State, and the University of San Francisco) offerings range from two basic courses at Chico State College designed to prepare elementary and junior high school teachers for part-time school library service to the full-fledged master's program at other institutions emphasizing, but not limited to, school librarianship. San Jose State now gives a master's degree in public library service, particularly in the field of work with children, and hopes to expand to enough other fields to secure ALA accreditation. San Diego State

¹Robert D. Leigh, "The California Library Education Survey," A Report to President Robert Gordon Sproul of the University of California, August, 1952.

also plans "an entirely new program, with substantial increase in offerings to meet local and regional needs." As might be expected, all of these institutions except one operate night or week-end schedules to serve students who hold full-time teaching or library positions.

In the second group all institutions offer the master's degree for the completion of from twenty-eight to thirty units of graduate work, and all offer the California State Credential in Librarianship. Immaculate Heart also gives a Public Library Certificate requiring only twenty-six library school units, while Berkeley grants the doctorate in library science and the doctor of philosophy in librarianship upon completion of appropriate advanced programs. All have a core cur-

TABLE I
*Summary of Credential and Degree Offerings in
 California Colleges and Universities
 1960/61*

INSTITUTION	Undergraduate	Graduate	D.L.S.; Ph.D.	M.A.; M.S.	Credential	Foreign language required	Practice work required	Accredited by:		
								Western College Association	American Library Association	State Department of Education
Chico State College	x	x							x	
Immaculate Heart College	x	x		x	x	1	x	x		x
Pacific Union College	x	x								
San Diego State College	x	x			x		x	x		
San Jose State College	x	x		x	x		*	x		x
University of California, Berkeley		x	x	x	x	2	x	x	x	x
University of California, Los Angeles	x		x	x	x	2	x	x	**	**
University of San Francisco	x			x				x		x
University of Southern California	x	x	x	x	x	1	x	x	x	x

*Practice work required for both school librarian and public librarian.

**Accreditation expected in 1962.

†Questionnaire not returned; information from latest available General Catalogue, 1959-60, and Graduate Division Catalogue, 1958-59.

TABLE II
*Graduate Courses offered by California Library Schools
 granting general masters' degrees, 1960/61**

SUBJECT AREA	Immaculate Heart	Number of units offered		
		U.C.L.A.	U.S.C.	U.C.B.**
General courses				
Introduction & History	2	5	8	18
Cataloging & classification	6	6	8	10
Reference & bibliography	6	15	12	16
Administration	2	†	8	2
Book selection & reading interests	6	7	3	8
Specialized courses				
Children & young people	5	2	14	2
School libraries	4	2	7	2
Public libraries	4	2	8	6
College & university	2	2	3	8
Special libraries	4	2	8	
Practice work	4	†	†	†
Thesis	4		4	
Other	7	8	7	8
Total units	58	52	80	80
Required for degree	30	28-30	28	30
Units of required courses	20	20	21	22

*Courses as listed in latest available bulletins; not all courses offered every year.

**Offers both doctorate and master's degree.

†No general administration course; administration covered in appropriate courses on municipal, school, college and university, and special libraries.

‡Practice work for school librarians is given in the School of Education.

riculum of required courses in the general library disciplines, but there are some differences in emphasis which are reflected in the summary of units and course offerings in Table II.

Course offerings will be expanded by several schools next year. USC will give a doctoral program under the joint auspices of the School of Library Science and the Graduate School. Berkeley will inaugurate three new courses: Analysis of Imaginative Literature for Children, Comparative Librarianship, and the History and Development of Library Education. UCLA will contribute to an internship program supported by the U.S. Public Health Service by offering a four-unit professional course in supervised library service for interns in the Biomedical Library which will lead to certification at the second level by the Medical Library Association. It has also developed, in coöperation with the University's Near East Center, a program for the training of librarian specialists in Near Eastern Studies. Other differences are reflected in Immaculate Heart's emphasis on courses at night and on week-ends for persons with full- or part-time jobs, and in USC's highly successful series of institutes and workshops for practicing librarians scheduled regularly during the past several years.

Certainly this is evidence that the existing library schools are doing all they can within the limits of institutional policy, budget, and space to produce more

and better-trained librarians. There is encouragement, too, in the general feeling that greater numbers of superior applicants make it possible to select classes of generally higher quality. But judging from the comments of library educators in response to the second half of the questionnaire at least some of the old problems are still unsolved.

II

The respondents listed major problem areas, which have been grouped as follows:

1. The recruiting of superior persons.
2. In school librarianship, the need to qualify as a teacher as well as a librarian, which exacts additional time, expense and effort without commensurate recognition and salary.
3. The problem of continuing the formal education of most librarians beyond the basic first year of library school. Some way must be found to encourage librarians to acquire additional education without sacrifice of salary or vacations.
4. Closer cooperation between ALA accredited schools and schools offering undergraduate work in librarianship.
5. Improvement in the relations between faculty members and [school] librarians.
6. The development of programs which would be meaningful to foreign students returning to their own countries.

Suggestions for solutions included changing the public "image" of the librarian, further efforts to reach the high school and college graduates of California, emphasis on intensive training of high quality for a limited number of superior students, and the shortening of the time needed to complete the basic program in librarianship.

In the matter of recruitment, as such, we seem to be making progress. The Library Administration Division of ALA is making a systematic and determined effort to organize a national network of interested librarians willing to talk personally with the people who write to the American Library Association for information about the profession. Members of the CLA Committee on Professional Education and Recruitment are part of this network, but more local representatives are needed.² The California Library Association Headquarters is now able to supply librarians, vocational counselors and others with a variety of current literature on librarianship as a career. The word is being spread more widely and more effectively.

But the question of how best to educate the recruits is apparently far from solved. In his recent article in *The Library Quarterly*,³ Eugene Wilson quotes Bernard Berelson's introduction to the published proceedings of the 1948 conference of the Graduate Library School in which Mr. Berelson lists some of the

²Persons who would like to join the recruiting network should write to Miss Page Ackerman, Regional Representative, Library Administration Division Recruitment Committee, UCLA Library, Los Angeles 24, California.

³Eugene H. Wilson, "The Preparation and Use of the Library Staff," *The Library Quarterly*, xxii (January 1961), p. 105.

proposals made. Two of them, at least, are echoed in the problems already listed in this article:

That a definite (and specified) system of training for the subprofessional and clerical workers in libraries be instituted, with all its implications for the profession generally. (McDiarmid)

That library schools reorganize their programs to take account of the concept of continuing education throughout the librarian's professional career. (Van Deusen)⁴

Mr. Wilson goes on to propose that present manpower problems "will be solved only if the library profession concludes that the *basic minimum* professional preparation can be accomplished at the undergraduate level." He adds that he considers "the present requirement of a five-year minimum program to be unrealistic in view of the nature of the profession and its staffing requirements in the years which lie ahead."⁵ Others maintain just as stoutly that the minimum professional training should take six years rather than five, and that graduates of a five-year school can be called professionals only by courtesy.

It seems safe to say that most librarians would agree that there are jobs for candidates on each rung of this ladder—for the college graduate (with or without library education), for the five-year MALS or MSLS, and for the person with advanced academic training beyond the library degree. But what jobs, and at what salaries? Granted that we usually pay the BA less, does it follow that we pay the MSLS-plus more?

Judging from most library salary scales, it does not. Only in the recently published Milwaukee Public Library salary scales are there what appear to be tangible rewards offered for individual academic and professional development. Promotion in most library systems still seems to depend primarily upon the number of people supervised, the span of control, and other similar standards characteristic of a business or civil service system. Given this hard fact is it difficult to understand why bright, bookish young people seem to prefer law, medicine, or teaching—professions for which there is an accepted tradition of advancement for the individual *as an individual*?

Are the kinds of positions now provided in libraries actually those needed to meet the demands for services?

What really is the nature of professional staff service in libraries? In all libraries and in different types of libraries?

What auxiliary and technical personnel can be used in association with professionals to perform the services needed?

To what extent is professional education needed? What is the specific nature of the education? What is the place of the education of librarians in the whole academic structure?

These questions, quoted in Mr. Wilson's article,⁶ and originally asked in 1959 by The Joint Committee on Library Education of the Council of the National

⁴*Ibid.*, p. 112.

⁵*Ibid.*, pp. 112-113.

⁶*Ibid.*, p. 110.

Library Associations in a "Proposal for an Inquiry into the Utilization of Man-power in Libraries" must still be answered by librarians individually and collectively before library educators can be expected to frame more effective training programs at all levels.

COLLEGES AND UNIVERSITIES ANSWERING QUESTIONNAIRE

A. Private Colleges and Universities

Armstrong College
Azusa College
California Institute of Technology
Chapman College
Chouinard Art Institute
College of Notre Dame
Golden State College
Harvey Mudd College
Immaculate Heart College
Loyola University
Marymount College
Mills College
Occidental College
Pacific Union College
Pomona College
San Francisco College For Women
Scripps College
Stanford University

University of Redlands

University of Southern California
University of the Pacific
Upland College
Westmont College

B. State Colleges

Chico
Fresno
Humboldt
Long Beach
Los Angeles
San Diego
San Fernando
San Francisco
San Jose

C. University of California

Berkeley
Los Angeles

THE EFFECT OF ENROLLMENT INCREASES (*continued from page 134*)

library to concentrate on the more significant reader problems.

Considerable study should be given to the problem of how to organize public services in the most effective way. Units of service need to be small enough to be able to give sufficient attention to readers' problems, but at the same time, resources must be assembled in a meaningful way.

One final consideration concerns a re-definition of areas of coöperation and coöordination between libraries. It would seem that the type of coöordination and control of higher education recommended in the Master Plan will necessitate more coöperative planning by libraries. It may become increasingly necessary to assume greater responsibility for discharging the functions with which we are charged as well as being more cognizant of the assignment and needs of other segments of higher education.

These then are some of the changes and problems facing the four-year colleges in the next decade. We are faced with the challenge not only to maintain the quality of our libraries as they are now, but to find ways to overcome existing problems and those which are ahead. We would hope that in the decade ahead we will find the way to make reading a more significant and enduring aspect of academic life.



People

San Antonio on a survey of special collections in the Public Library. I was with Bill Holman, most of the time, my short legs working twice as fast to keep up with his long ones. We talked books and handled books. We visited historic shrines. We called on the sisters at the library school of Our Lady of the Lake. I saw Holman in action with Friends of the Library, with trustees, councilmen, citizens, and his staff, and he passed all the tests. In his home I enjoyed the company of his painter-wife and their two children. He and his older son operate a hand-press. Church work (Protestant) and Little-League baseball also found the Holmans involved.

All of these things should benefit public librarianship in San Francisco, and in California, for Holman's presence will be felt statewide. Gaining Holman from Texas reconciles me somewhat to losing Castagna to Maryland. He has been active in the Texas, Southwestern, and American Library associations, and C.L.A. should swiftly harness his energy.

For those who want antecedents, here are a few:

Born Oklahoma City, 1925
Degrees from University of Oklahoma, B.A.
University of Illinois, M.S. in L.S.

Experience in university libraries of Oklahoma, Illinois, Kansas; Pan American College; public libraries of Galveston and San Antonio.

*Lawrence Clark Powell
Dean*

School of Library Service, UCLA

July 1961 / 161

WILLIAM HOLMAN

If knowledge, belief, and devotion are the hallmarks of a good librarian, then William Holman, the new City Librarian of San Francisco is a good librarian.

Knowledge of what? Books and their cultural uses; people and their cultural needs. To know books, one must read them. Holman is a reader and collector, his favorite authors ranging from Horace to Durrell. To know people, in the deepest sense, one must like many, love some. Holman is involved socially by choice, is a joiner in the best sense, is a husband and father.

Belief in what? In the social value of library service, in the power of books to change men and sustain them, to help people grow, to aid them endure. Holman believes that the public library is a major instrument in a democratic society for stability and progress.

Devotion to what? To his profession, to his staff, to his community. Holman is a dedicated man with a powerful drive in carrying out his beliefs. His head is hard, his hide tough, his heart warm.

How do I know what I am talking about? Mostly from a week spent in



KATHERINE LAICH

KATHERINE LAICH received her A.B. from Wilson College, Chambersburg, Pennsylvania, in 1930, and worked for seven years as a general library assistant in her home town public library of Bridgeton, New Jersey, before moving to California in August, 1940, where she attended library school at the University of Southern California, receiving her degree in library science in 1942.

Since 1941, Miss Laich has worked in various capacities in the Los Angeles Public Library, beginning as a student librarian while still in library school. Between 1942 and 1947 she worked as Children's Librarian in the Central Library, and as cataloging and reference librarian and Assistant Department Librarian in the Municipal Reference Library located in the City Hall.

Appointed Administrative Assistant to the City Librarian when the Library was reorganized in 1947, Miss Laich's skill and administrative qualities were soon recognized. In 1959 she was placed in charge of the Central Library Subject Departments. It was not surprising that she was designated Assistant City Librarian effective February

20, 1961, following the retirement of Miss Roberta Bowler.

Miss Laich is known widely for her judicious and evaluative approach to library administrative problems. Under her new responsibilities, in addition to general administrative duties she will have direct responsibility for supervision of technical services, central subject departments, and branches. She will be assisted in this work by a Division Librarian in each category.

Miss Laich has taken an active part in both California Library Association and American Library Association affairs, serving on many important committees. She was chairman of CLA's Legislative Committee in 1957, and is at present chairman of the Committee on Organization of ALA, which makes studies and recommendations to Council on the establishment or discontinuance of divisions, round tables, and committees, and defines their duties.

*Harold L. Hamill
City Librarian
Los Angeles Public Library*



CATHERINE CHADWICK

CATHERINE CHADWICK and Ventura are both to be congratulated on Mrs. Chadwick's appointment as Ventura County Librarian.

Catherine Chadwick comes back to

California with valuable experience gathered through the administration of the Library Services Act in two States. Mrs. Chadwick went to Montana in August, 1955, to set up a program of library development with the aid of the federal money available under the Library Services Act. She set the wheels in motion for bookmobile service, organized consultant services from the State Library with visits throughout the State. She worked with community organizations developing many Friends of the Library groups and initiated a program of cooperation between counties.

After these programs were on their feet she went to Arizona where she became Extension Librarian, a new position in the Department of Library and Archives. There she bought two bookmobiles, stocked them and put them on the road to improve service throughout the State. Consultant service was set up and frequent workshops were held. Books were bought and cataloged and then poured into almost all the libraries of Arizona, strengthening their collections. Membership was taken in the Rocky Mountain Bibliographic Center giving all the libraries borrowing privileges through the State Library.

It is interesting to note that two Arizona libraries have won Dorothy Canfield Fisher Awards and one has won the John Cotton Dana Award during the time Mrs. Chadwick has been in charge of extension service.

Before going to Montana Catherine Chadwick was librarian of the Taft Branch of the Kern County Free Library. During her librarianship the branch moved out of the old building into temporary quarters and then into its new building which she helped in planning. While there Catherine organized a Friends of the Library group to help decide on location of the new branch.

Wherever she goes Catherine Chadwick is active in the community and in library organizations. We foresee continued growth for the Ventura library carrying on the high traditions set by Miss Elizabeth Topping and Mrs. Mildred Spiller.

*Eleanor N. Wilson
County Librarian*

Kern County Free Library



LOUIS A. KENNEY

LOUIS A. KENNEY was appointed College Librarian for the San Diego State College, effective February 1, 1961, succeeding John Paul Stone who became Professor of Library Science. To accept his new post, Dr. Kenney resigned from the position of Chief Librarian of the Air Force Institute of Technology in Dayton. Prior to that he served two years as Chief of Technical Services in the Illinois State Library where he reorganized the cataloging processes and by use of the Synchro-Tape system extended card service to the public libraries of Illi-

nois. From 1948-54, Dr. Kenney was Acquisitions Librarian of the University of Notre Dame.

Earlier professional experience, which began in 1940 only to be interrupted by World War II, includes five years at the University of Illinois as bibliographer, serials cataloger, and assistant engineering librarian.

Dr. Kenney received his A.B. degree from the Nebraska State College at Kearney, his bachelor's and master's degrees in library science from the University of Illinois and his Ph.D. in history from the University of Maryland. He spent one year in graduate study at Zurich. He has served on various A.L.A. committees and is a contributor to professional journals,

having published several articles on technical processes and on censorship. "The Censorship Edicts of Emperor Charles V in the Low Countries, 1515-1550" is the title of his doctoral dissertation.

While a student in Zurich, Dr. Kenney met a charming Swiss girl who shared his interest in good books, classical music and the theater. A year later he returned to Switzerland and she became Mrs. Kenney. They have three children—the oldest is looking forward eagerly to trips to the San Diego Zoo and to Disneyland.

Hazel Rea

Assistant Librarian for
Technical Processes

University of Southern California

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ROBERT DEVORE LEIGH (1890-1961)

THE DEATH of Robert Devore Leigh in January stunned his friends and co-workers, many of whom had gathered and were waiting for him at the Midwinter Meeting of the American Library Association to which he was travelling when stricken. Although he was not a librarian, the remarkable combination of talents, interests and knowledges in political science, public administration, communications and education which he turned loose on the profession undoubtedly will tag him as a key figure in American librarianship of the mid-twentieth century.

Those who knew him personally, or who had seen him in action, may prefer to remember a personality—quietly vigorous, relaxed, confident, not the slightest overbearing, an enthusiastic prompter of discussion, and an excellent speaker with a deep, well-modulated voice and friendly delivery, agile and active in mind, constructively critical, frank, slow-tempered, but hard and terse when disturbed.

Others may recall the evidences of his professional life. As a practitioner of social science research he was deft. He had the breadth of vision to encompass social problems of national and international scope, and he was adept at translating the broad vision into manageable units of work for research projects; he displayed inventiveness in developing the strategy for handling these projects, and solidity and depth in reporting the results of research.

As a student of human communications he was most perceptive. He was equally at home in the world of mass media and in the realm of small groups and street corner society. He was one of the earliest of present day writers in the field of group leadership. He would have loved to have been remembered as the father of a new "Leigh's Rules of Order"—for formal, but simplified handling of committee business meetings—but because of the press of other tasks this project was to remain a dream.

During the war he served as director of the Foreign Intelligence Broadcast Service of the Federal Communications Commission, and subsequently as chairman of the United

Nations Monitoring Commission. The Commission on the Freedom of the Press which he directed, documented and modernized this vital topic for the present generation.

From the Commission it was only a short step to the Public Library Inquiry of the late 1940's which he also directed. The Inquiry was his deepest involvement with librarianship to that time, and brought him full face with the concepts of public library service of Carleton Joeckel. He accepted Joeckel's concepts of larger units of library service as the most practical means of extending library service, and following the Inquiry, did his best to promote this principle. By the time the Inquiry was finished, Dr. Leigh found himself irretrievably concerned with American librarianship. He directed a workshop on library extension in the State of Washington, and conducted several surveys of regional problems of library education. He played a major role in preparing the new standards for public libraries. Many Californians may well first have gotten to know Bob Leigh when he came to the State to direct a workshop on the standards in 1953. Those of us who were associated with him in New York at that time can attest to the enthusiasm with which he reported the manner in which California was going about becoming familiar with the standards.

As an educator he must be remembered as a man of fortitude and ingenuity, and most particularly as a friend and confidant of young people. He parleyed a chance comment on his desire to try his hand at college administration into the Presidency of Bennington College, a post he held for 14 years. The success of the Bennington experiment was no doubt due to his administrative ability, his practical approach, and his sensitivity to the needs of the maturing young mind for serious adult ideas and a sympathetic ear. Among his greatest virtues were his ability to take a sincere interest in the ideas of young and relatively inexperienced students, and his ability to associate himself with students in such a way that they could feel the "lift" of being appreciated by this man of good taste and great mentality. He was a firm believer in spreading the gospel of the value of library service, and

while at Columbia University as Dean of the School of Library Service, gathered unto himself a considerable following of students from foreign lands. He was a well-spring of ideas, a humorous and masterful conversationalist, and he was approachable—an ideal college professor, president and dean.

At the time of his death, though retired from institutional employment, Bob Leigh was still in action, standing on the threshold of a new set of exciting and happy days. He had established a new life and a new home in California, and was about to embark on his second national study of American librarianship, this time of state libraries. *Nunc dimittis.*

Russell Shank
Assistant Librarian

University of California
Berkeley

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Library Bookbinders

(Continued from page 109)

munity to provide support for the public library.

Miss Hanna introduced Mr. George Haden, Director of Supervisory Services, Tulare County Schools. Mr. Haden spoke on the National Defense Education Act, which was intended to promote the defense effort by providing more highly trained persons in the fields of mathematics, science, and foreign languages.

Next, Dr. Arnie Nixon, Assistant Superintendent, Tulare City Elementary Schools, was introduced. He said all assignments ought to be "Enrichment Assignments," and should provide the opportunity for students to move beyond the bare facts to richer, broader concepts. Enrichment can be supplied on every level, from the request of the 7th grader for a book on snakes to the more serious study of the high school student. Mrs. Virginia Quesenberry, Librarian of the Fresno County Schools, stated that the school library should try to get the point of view of the public library. Mr. Jackson Carty, Fresno City College Librarian, urged the teaching of library skills earlier in the students' careers. He said learning to use the library should be continuous, geared to the age and grade level of each student.

Mr. James Echols, Lemoore High School Instructor, noted that education continues beyond the high school whether or not the individual is college bound. Those who do not go to college depend on the library as a source of help in developing their knowledge, and in discovering and enhancing avocations.

After a pleasant, informal luncheon, the Kings County branch librarians and the Tulare County branch librarians had individual meetings.

LUCILLE ROBINSON
Secretary

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TO THE EXECUTIVE BOARD OF THE
CALIFORNIA LIBRARY ASSOCIATION

We have examined the balance sheets of the California Library Association, a nonprofit corporation, at December 31, 1960 and 1959, and the related statements of changes in funds and income and expenses for the year ended December 31, 1960. Our examination was made in accordance with generally accepted auditing standards, and accordingly included such tests of the accounting records and such other auditing procedures as we considered necessary in the circumstances.

In our opinion, the accompanying comparative balance sheet, summary of changes in funds, and statement of income and expense present fairly the financial position of the California Library Association at December 31, 1960 and 1959, and the results of its operations for the year ended December 31, 1960, in conformity with generally accepted accounting principles applied each year on a basis consistent with that of the preceding year.

FARQUHAR & HEIMBUCHER
Certified Public Accountants

CALIFORNIA LIBRARY ASSOCIATION
COMPARATIVE BALANCE SHEET
At December 31, 1960 and 1959

	1960	1959
<i>Assets</i>		
Cash—Commercial account	\$ 6,170.02	\$ 4,067.42
Savings accounts	20,115.30	17,312.47
Office cash fund	100.00	100.00
U.S. Government bonds at cost	26,385.32	21,479.89
Accounts receivable	703.00	703.00
	255.65	323.96
	<u>\$27,343.97</u>	<u>22,506.85</u>
<i>Liabilities and Funds</i>		
Accounts payable	\$ 7.75	322.90
Federal income tax withheld	192.63	554.81
Social security tax payable	28.60	80.81
Sales tax payable	46.61	28.60
Total liabilities	275.59	987.12
Funds—General	25,680.43	20,131.78
Life membership	1,387.95	1,387.95
Total funds, Exhibit B	<u>27,068.38</u>	<u>21,519.73</u>
	<u>\$27,343.97</u>	<u>22,506.85</u>

SUMMARY OF CHANGES IN FUNDS
For the Year Ended December 31, 1960

	Balance December 31, 1959	Additions	Reductions	Balance December 31, 1960
Life membership fund	\$ 1,387.95	—	—	1,387.95
General fund	20,131.78	40,549.84	35,001.19	25,680.43
Total funds	<u>\$21,519.73</u>	<u>40,549.84</u>	<u>35,001.19</u>	<u>27,068.38</u>

STATEMENT OF GENERAL FUND INCOME AND EXPENSES
For the Year Ended December 31, 1960

Income		Actual	Budget	Over (Under)
Individual dues				
General	\$20,815.75			
Districts—Southern	55.22			
Golden Gate	424.20			
Mt. Shasta	85.00	21,380.17	19,000.00	2,380.17
Institutional dues		3,204.25	3,100.00	104.25
Librarian advertising	3,933.94	4,020.00	—	(86.06)
Annual conference	9,378.00	9,500.00	—	(122.00)
Sales of publications	1,821.00	250.00	1,571.00	
Interest on savings	802.83	—	802.83	
Sundry	29.65	900.00	—	(870.35)
Total income		40,549.84	36,770.00	3,779.84
Expenses				
Salaries				
Executive secretary	7,200.00	7,200.00	—	
Office help	3,302.74	3,157.00	145.74	
California Librarian editor	1,500.00	1,500.00	—	
Office equipment and maintenance				
Equipment	381.37	500.00	—	(118.63)
Postage	939.17	800.00	139.17	
Printing	1,123.36	1,000.00	123.36	
Rent	900.00	900.00	—	
Maintenance of equipment	138.90	100.00	38.90	
Telephone and telegraph	266.41	300.00	—	(33.59)
Utilities and cleaning	120.00	120.00	—	
Supplies	1,059.42	650.00	409.42	
Insurance	57.30	60.00	—	(2.70)
District expense				
Golden Empire	218.15	285.00	—	(66.85)
Golden Gate	519.42	300.00	219.42	
Mt. Shasta	196.99	207.00	—	(10.01)
Redwood	136.17	240.00	—	(103.83)
Southern	462.69	579.00	—	(116.31)
Yosemite	189.31	268.00	—	(78.69)
Travel and promotion				
Executive secretary	394.28	300.00	94.28	
President	645.05	1,420.00	—	(774.95)
Other officers	147.88	162.00	—	(14.12)
Audit	125.00	125.00	—	
Roster of members	—	100.00	—	(100.00)
Payroll taxes	304.15	350.00	—	(45.85)
Section expenses	614.95	1,411.00	—	(796.05)
Annual conference	2,895.28	6,200.00	—	(3,304.72)
California Librarian publication	5,778.96	5,235.00	543.96	
Legislative advocate	59.25	2,000.00	—	(1,940.75)
Newsletter	801.11	300.00	—	501.11
Roundtables	177.14	526.00	—	(348.86)
Committees				
Legislative	981.16	1,497.00	—	(515.84)
Other	2,447.47	5,350.00	—	(2,902.53)
Other expenses	918.11	2,300.00	—	(1,381.89)
Total expenses		35,001.19	45,442.00	(10,440.81)
Excess of income over expenses		\$ 5,548.65	(8,672.00)	14,220.65

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IF YOU HAVE a library school degree, a high energy level, a genuine interest in people and books and would like to locate in Southern California, now is the time. Write to the Long Beach Public Library, Long Beach 2, for information about job opportunities.

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CALIFORNIA'S demonstration cooperative library system has opening for a consultant in adult services and administration to advise and assist its sixteen member libraries in their efforts to reach and surpass ALA standards. The system is located in the six-county area immediately north of San Francisco, including the lower portion of the scenic Redwood Empire and the beautiful Napa Valley. Projects already successfully launched include an excellent centralized processing center, regional deposit center, joint film collection, private line teletype communication and the services of a consultant in children's work. Liberal fringe benefits available. Send qualifications and salary desired to David Sabsay, Coordinating Librarian, North Bay Cooperative Library System, 207 Exchange Avenue, Santa Rosa, California.

SENIOR LIBRARIAN position available July, 1961 in Salinas, a growing community of 30,000 with a new Library. Primarily Reference Librarian duties. Requires Library Degree and one year professional experience. Salary \$5,100 to \$6,200 per year. Apply City Hall, Salinas, California.

CHILDREN'S LIBRARIAN and **REFERENCE LIBRARIAN** with L.S. degrees. Positions available immediately. New air-conditioned library in growing cultured residential community near Pasadena and Claremont. Social Security, vacation, sick leave, health insurance. Salaries open. Apply: Mrs. Herschel Stoke, Secretary, Library Board, Glendora Public Library, Glendora, California.

YOUNG ADULT LIBRARIAN—One immediate opening as supervisor of Young Adult Services in modern, progressive Kern County Free Library, Bakersfield, Calif. Salary \$6024-\$7320 depending upon experience. Library degree and 2 years of administrative experience required. Write to Kern County Personnel Dept., Civic Center, Bakersfield, Calif.

LIBRARIANS I—No experience required. Professional Librarians with degree in Library Science are needed for immediate vacancies in Reference, Children's and Young Adult Sections of the Kern County Free Library. Salary \$4704-\$5736. Experienced may start above minimum. Write to Kern County Personnel Dept., Civic Center, Bakersfield, Calif.

ENTERPRISING? Imaginative? Do you wish to work in a small library that is doing a big job? Would you like to participate in the development of California's exciting decentralized co-operative library system? There is a new position open in the Santa Rosa Public Library for a Junior Librarian in adult services. Completion of a graduate program in librarianship at an ALA accredited school is required. No experience is necessary, but an appropriate salary will be offered for prior service. Excellent fringe benefits available. Write, giving qualifications and subject interests, to David Sabay, City Librarian, 207 Exchange Avenue, Santa Rosa, California.

The position of **LIBRARIAN III** \$5,772-\$7,008 is open at California Men's Colony, West Facility, Los Padres, California. This is an excellent opportunity for a male librarian who wishes to gain administrative experience in a pleasant and interesting setting. The position allows the librarian full scope to demonstrate his ability to handle all phases of library administration and to participate in the rehabilitation of inmates in the custody of the Dept. of Corrections. The institution is located close to San Luis Obispo in the scenic Central Coast Area. Address inquiries to Mr. Bruce L. Russell, Jr., Associate Superintendent, Classification & Treatment, California Men's Colony, West Facility, Los Padres, California.

CATALOGER, with interest in children's work. Municipal library serving growing missile center. 16,500 est. city pop., 5,000 fringe area. Beautiful country, remote. Accred. degree. \$417-\$507. Open July 1. Apply: Mr. Arthur W. Wilson, Chairman of Board, 120 So. O St., Lompoc, Calif.

JUNIOR LIBRARIAN. \$452-\$494 per mo. Excellent opportunity to start your professional career in an up-to-date Bay Area City with a progressive library system. Master's degree in library science required. **WRITE IMMEDIATELY**: Personnel Department, Room 347, City Hall, Richmond, California.

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